DOCUMENT RESUME

ED 226 904 RC 013 879

AUTHOR	Carter, Marcia Jean
TITLE	Camping for Persons with Disabilities. Student Guide to Home Study. Camp Administration Series.
INSTITUTION	American Camping Association, Martinsville, Ind.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE	82
GRANT	G007901333
NOTE	92p.; For related documents, see ED 223 378-386 and RC 013 874-880.
AVAILABLE FROM	American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Accessibility (for Disabled); *Administrator Education; Adult Education; *Camping; Competency Based Education; *Correspondence Study; *Disabilities; Independent Study; Learning Activities; *Mainstreaming; Outdoor Education; *Program Development; Records (Forms); Resource Materials; Student Teacher Relationship
IDENTIFIERS	*Project STRETCH

ABSTRACT

The home study student guide for "Camping for Persons with Disabilities" begins with a brief overview of the conduct of the course, the desired outcomes of camp director education, instructions on phases I and II of home study, a student needs assessment form, a reading checklist, a student vita form, an individualized plan of work, and a list of suggested learning activities. The learning assignments consist of eight lessons outlined in terms of desired competency area, suggested readings, objectives, and discussion. Among the competencies listed are: knowledge of historical and current status of camping opportunities for persons with special needs; knowledge of common characteristics and needs of persons with intellectual, physical, and social or emotional disabilities; knowledge of common developmental impairments frequently associated with specific disabilities and implications for the camp setting; knowledge of and ability to analyze barriers for participation (attitudinal, architectural, etc., and select methods of decreasing or eliminating them); knowledge of principles of program planning; ability to develop a program plan for persons with special needs; knowledge of the effect of segregated and integrated populations on disabled and non-disabled persons; and knowledge of agencies and resources for additional assistance or referral. An appendix provides supplementary reading materials. (BRR)

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Camp Administration Series

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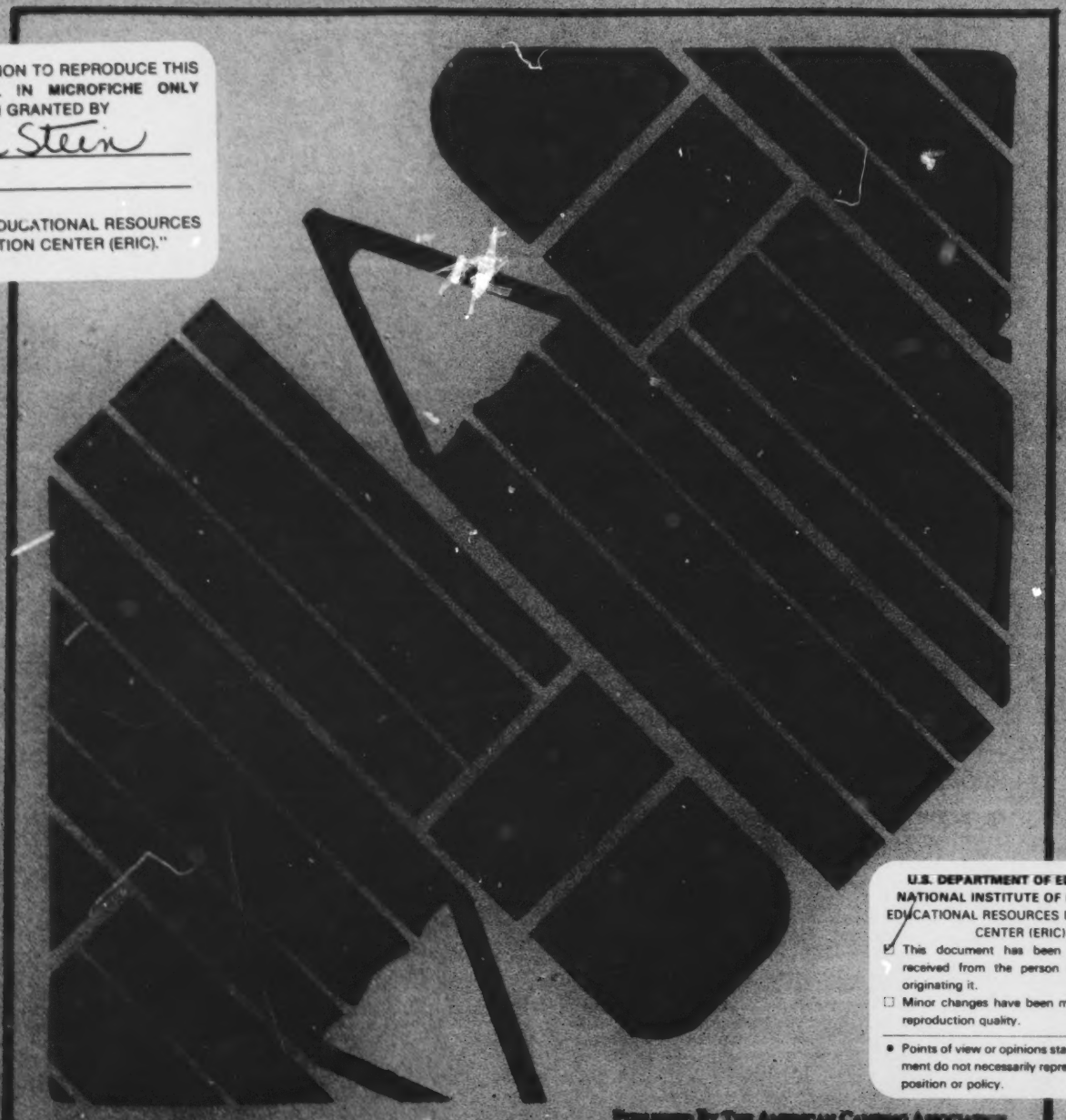
Camping for Persons with Disabilities



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Published By The American Camping Association

RC013879

Student Guide to Home Study:

Camping for Persons with Disabilities

by Marcia Jean Carter, Re.D.

Camp Administration Series

Sue Stein, Editor

Project STRETCH
The American Camping Association
Martinsville, Indiana

The project information contained herein was developed pursuant to grant no. G 007901333, from the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services. The opinions expressed herein do not necessarily reflect positions, policy, or endorsement by that office. Copies may be ordered from the American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.

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Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Offier, 1979-1981**
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

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Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is one of several volumes that will insure "Better Camping for All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

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Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic recreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a special thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

Project Officer, 1981-1982

Martha B. Bokee, Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services

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A Brief Overview

As you prepare to embark on an ACA Home Study Course, it is important to remember that as in other ACA educational opportunities (institutes, seminars, managerials, etc.), there is a core curriculum upon which the course is based. The core curriculum has been approved by the curriculum committee of the American Camping Association.

Through home study, you will have the opportunity for a one-on-one relationship between you and your instructor. The instructor will be able to give you his/her undivided attention to facilitate your understanding and mastery of the study material. You will also be able to work on your own time schedule at your own pace.

A unique feature of ACA Home Study is our individualized approach. Recognizing the special needs of adult learners and differences between individuals and their preferences for certain types of activities, ACA Home Study Courses have incorporated an approach to allow each learner some independence in designing his/her own plan of study with the instructor.

Instructors. Instructors for ACA Home Study Courses are selected and assigned by the National Office on the basis of their experience as camp directors or educators in the area of camp administration and their ability to effectively facilitate the study of other adults seeking to increase their knowledge in the field of organized camping. Most instructors are happy to confer by phone should you run into a problem. Your instructor's phone number is listed in your letter of acceptance.

Course Organization. Each course consists of four phases. Phase 1: Begins with a needs assessment to determine where your strengths and weaknesses lie in terms of the areas to be covered, resources you have available, and questions or burning issues you wish to have answered in addition to the curriculum. You are also asked to complete a vita detailing your experience and previous education.

Phase II: Consists of the development of a plan of study to be followed by you and completed within twelve (12) months of its approval by your instructor. If necessary, an extension may be approved by your instructor for an additional six (6) months. The plan of work is developed by cooperation between you and your instructor and it is based on a set of recommended learning assignments provided (lessons). Note: All materials from the student required for Phase I and II should be sent to your instructor within one week of the notification of your instructor's name and address.

Phase III: Involves the actual study. The instructor assigned is available to you any time you need him/her by letter or phone to answer any problem areas or to comment on your work after you have completed an assignment. You may send in your assignments one at a time, or all at once. A brief discussion on each area of the course is also provided in Phase III.

Phase IV: Concludes the course with an evaluation of your work by the instructor, of the instructor and course by the student.

Texts: There is more than one text used for each course. Because of the lack of a comprehensive text in the field of camping for most areas, readings are required from a variety of sources. Agreement on readings which are required for the course is one of the tasks of the plan of work which is developed in Phases I and II.

Begin Course: As soon as you receive your materials for the course, begin work. Leaf through the study guide to get a feel for the course. Complete Phase I and II within a week of receiving the study guide and mail all requested materials (needs assessment, vita, reading list, and plan of work) to your assigned instructor.

Your instructor will review your materials and approve or add areas to your plan of work. This should be returned to you by your instructor within one to two weeks. You will then have a maximum of twelve (12) months to complete your plan of study (if needed, you may request a six (6) months extension from your instructor). As soon as you receive your approved plan of work, begin study. You may find it easier to put yourself on a time schedule to complete one area of the course per week and return it to your instructor for his/her comments, or you may find it simpler to send in all assignments in Phase III at once.

Circuit time (time between your mailings until your instructor returns a mailing to you) takes about two (2) weeks.

Evaluation: Once you have completed all assignments satisfactorily, complete the evaluation form and send it directly to the National ACA Office. A course certificate of completion will then be sent to you.

Cancellation and Settlement Policy for ACA Home Study Courses

We are confident you will be satisfied with your program of study through the American Camping Association. Should you decide to cancel, we provide you with this liberal cancellation policy.

A student may terminate an enrollment at any time by notifying the ACA National Office.

1. A student requesting cancellation within 7 days after the date on which the enrollment application is signed shall be given a refund of all monies paid to the American Camping Association (ACA).

2. When cancelling after this 7-day period, and until your instructor receives the first completed assignment (Needs Assessment), an administrative fee of 20% or $25 (the least amount) of the tuition shall be retained by the ACA.

3. After your instructor receives the first completed assignment (Needs Assessment), and prior to completion of a Plan of Study, upon cancellation of an enrollment the ACA will retain an administrative fee of 30% of the tuition.

4. After the student has completed the Plan of Study, the student shall be liable for the full tuition and there will be no refund.

The Desired Outcomes of Camp Director Education

A CAMP DIRECTOR SHOULD BE ABLE TO:

I. Demonstrate an understanding of the life span characteristics and needs of the constitutencies which he/she serves and directs including the effects of biological, psychological, and socio-cultural systems on the growth and behavior of these persons.

II. To determine which persons he/she could serve and identify the implications for his/her camp.

III. Assess his/her strengths and weaknesses in relation to his/her own philosophy and the philosophy of other persons in the camping profession, community, and camp, his/her relations with others, and his/her professional competencies.

IV. State. interpret and defend his/her camp philosophy, goals and objectives and how they relate to the constitutencies which he/she serves and the society in which he/she lives.

V. Design a camp program to achieve the goals and objectives of his/her camp in terms of camper development.

VI. To develop and justify the organizational design most conducive to the achievement of his/her camp's philosophy and objectives.

VII. Develop a comprehensive staffing plan in a manner which implements his/her camp's goals and aids his/her staff's personal and professional growth.

VIII. Know the values of organized camping and be able to interprete them to prospective parents and campers, staff, and the non-camp community utilizing varied resources and methods.

IX. Design a continuous and comprehensive evaluation program for his/her camps.

X. Analyze and develop a comprehensive camp health and safety system which is consistent/supportive of the camp philosophy, goals and objectives.

XI. Analyze and develop a camp's food service system which is consistent and supportive of the camp philosophy, goals and objectives.

XII. Analyze and develop business and financial systems consistent and supportive of the camp philosophy, goals and objectives.

XIII. Analyze and develop a comprehensive plan for site(s) and facilities management consistent and supportive of the camp philosophy, goals, and objectives.

ACA Home Study: Student Instructions

Phase I: Needs Assessment, Reading List, and Vita

Attached are the forms you need to complete for Phase I. These include:

1. A Needs Assessment Form: Each curriculum area of this course is listed on the form with a 1 to 10 scale underneath the statement.

   Please rate yourself as follows:

   1 to 2 - I have insufficient knowledge in this area

   3 to 4 - I have knowledge to identify some resources

   5 to 6 - I have performed some work in this area with assistance

   7 to 8 - I have performed independent work or instructed others in this area

   9 to 10- By virtue of training and experience in this area, I could be called upon to apply my expertise to instruct or consult any camp or constituency

   Space is also provided for you to comment as to why you rated yourself in such a manner on each topic.

2. Reading Checklist - To enable your instructor to make reading assignments, a recommended reading list is attached. Please mark with a check (✓) those materials you own or could get access to.

3. Vita: To give your instructor a better understanding of your background, you are also asked to complete the vita attached.

Phase I and II:

Phase I and II items should be mailed to the course instructor (listed in your course acceptance letter) within one week of the date you received it.

Needs Assessment Form: Camping for Persons with Disabilities

NAME _____

NO. YEARS CAMP EXPERIENCE _____

To be completed prior to course by participant and returned to instructor

Below is a listing of the areas identified for the course you will be taking in Camping for Persons with Disabilities. For each area, please indicate how you would rate yourself in relation to your present ability at performing the task. Use a scale of 1 = low to 10 = high, putting an "X" through the number that best describes your response in each category. Please add any additional comments you feel necessary to clarify why you rated your ability as you did.

	Your Present Ability (See interpretation of numbers on previous page) Low High
1. Knowledge of history and current status of camping opportunities for persons with special needs.	1 2 3 4 5 6 7 8 9 10
2. Knowledge of common characteristics and needs of persons with intellectual, physical, and social or emotional disabilities.	1 2 3 4 5 6 7 8 9 10
3. Knowledge of common developmental impairments frequently associated with specific disabilities and implications for the camp setting.	1 2 3 4 5 6 7 8 9 10
4. Knowledge of and ability to analyze barriers for participation (attudinal, architectural, etc., and select methods for decreasing or eliminating them.	1 2 3 4 5 6 7 8 9 10
5. Knowledge of principles of program planning.	1 2 3 4 5 6 7 8 9 10
6. Ability to develop a program plan for persons with special needs	1 2 3 4 5 6 7 8 9 10
7. Knowledge of the effect of segregated and integrated populations on disabled and non-disabled persons.	1 2 3 4 5 6 7 8 9 10
8. Knowledge of agencies and resources for additional assistance or referral	1 2 3 4 5 6 7 8 9 10

COMMENTS: (Continue on reverse side)

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Needs Assessment Form (Continued)

II. The goal of this course is "to help the participant gain an understanding of common disabilities and how to develop a camping program for persons with specific special needs." Please describe what you would like to learn in this area (special concerns or problems).

III. In developing a plan of study, it is important to know what resources you have available to you. Attached is a list of readings for this course. Please check (✓) those you own and any others you can have access to.

Reading Checklist

PLEASE CHECK (✓) THOSE MATERIALS WHICH YOU OWN OR COULD GET ACCESS TO:

AVAILABLE THROUGH ACA PUBLICATIONS: (The letters and numbers in parenthesis are the ACA publication codes for ordering)

Berger, Jean H. Program Activities for Camp. 1969. Burgess (PA09)

Bogardus, LaDonna. Camping With Retarded Persons. 1970. United Methodist Church. (CM08)

Camp Program Planning and Leadership. 1977. Project REACH; Vinton and Farley (LT26)

Camp Standards With Interpretations. 1980. ACA. (CS01)

Dealing With Camper Behavior. 1979. Project REACH: Vinton and Farley. (LT28)

Directory of Agencies Concerned With Camping for the Handicapped. 1979. Project REACH. (CM41)

Easter Seal Guide to Special Camping Programs. 1968. National Easter Seal Society. (CM19).

Evaluating the Camp Experience. 1979. Project REACH; Vinton and Farley (LT29)

Ford, Phyllis. Your Camp and the Handicapped Child. 1966. ACA (CM18)

Knowing the Campers. 1979. Project REACH: Vinton and Farley. (LT25)

Loughmiller, Campbell. Camping for Emotionally Disturbed Boys. 1961. ACA (CM17)

Loughmiller, Campbell. Wilderness Road. 1965. Hogg Foundation. (CM17)

Orientation to Camping and the Camp. 1979. Project REACH; Vinton and Farley. (LT24).

Shea, Thomas M. Camping for Special Children. 1977. C.V. Mosby Co. (CM42)

Vinton, Dennis. Camping and Environmental Education for Handicapped Children and Youth. 1979. Hawkins and Assoc. (CM33)

AUDIO-VISUALS

Films:

A Place in the Sun. (15 min.) Soroptimist Camp for the Handicapped. Camp Soroptimist, Fort Worth, TX

Films (Continued)

Camping and Recreation Facilities for the Handicapped. (20 min.) Audio-Visual Center, Indiana University, Bloomington, IN 47401

Camping and Recreation Programs for the Handicapped (20 min.) Audio-Visual Center, Indiana University, Bloomington. IN 47401

Cast No Shadow. (28 min.) Mentally Retarded Youth. 505 E. Stewart Rd., Columbia, MO 65211

Minnesota Outward Bound School and the Physically Disabled. (6 min.) Minnesota Outward Bound School, 308 Walker Ave. So., Wazata, MN 55391

To Lighten the Shadows. (20 min.) Mental Retardation. Psychological Cinema Register A-V Library, Penn State University, University Park, PA 16802

Wonderland. (16 min.) Cerebral Palsy. United Cerebral Palsy Assoc. of Missouri, Box 611, Columbia, MO 65205

Slides

Therapeutic Camping. (From the Bridge Program, a comprehensive year-round advocacy program which serves all troubled children and their families in Syracuse, NY.) 131 slides, script and tape. Cost $60. Human Policy Press, Box 127, University Station, Syracuse, NY 13210

ARTICLE(S) IN ACA'S CAMPING MAGAZINE

Adams, Deborah and Dustin, Daniel. "Enabling Campers to Take Charge of Their Lives" (Research) February, 1981. vol. 53: no. 3. p. 23

Doolittle, John. "Handicapped Campers Can Also Play the Game." June, 1980. vol. 52: no. 7. p. 11

Duncan, William B. "Temporary Systems, a Good Theory for Practical Camping." April, 1982. vol. 54: no. 5. p. 7

Ellis, Jan. "The New Campers (Women 18-80)." Sept/Oct., 1980. vol. 53: no. 1. p. 19.

Farinella, Dan and Fornaciari, Gilbert. "Intergrouping Campers Build Bridges of Brotherhood." April 1982. vol. 54: no. 7. p. 16

Hensely, Dempsey. "Integrating the Mentally Retarded." Sept/Oct., 1980. vol. 53: no. 1. p. 17

Kaplan, Norman. "Blind Teens 'Touch' Hawaii, Via Travel Camp." March, 1977. vol. 49: no. 4. p. 14

Other Resources (Continued)

Breaking Through the Deafness Barrier. Washington, D.C. Gallaudet College. 1979

Buchanan, Susan. Study Findings: Camping for the Handicapped. February, 1974. San Jose State University, San Jose, CA 95192

Croke, Katherine and Fairchild, Betty. Let's Play Games. National Easter Seal Society. 1978

Durfee, Ernie. Teaching Persons Who are Handicapped to Swim. National Easter Seal Society Occasional Paper. 1977

4-H Leader's Guide: Let's Look at 4-H and Handicapped Youth. Penn State, University Park, PA. 1978

4-H Leader's Guide: Recreation and Handicapped Youth. Penn State, University Park, PA 1978.

Frostig, Marianne. Education for Dignity. Grune and Stratton. 1976

Involving Impaired, Disabled and Handicapped Persons in Regular Camp Programs. Prepared by Physical Education and Recreation for the Handicapped, Information and Research Utilization Center (IRUC), 1201 Sixteenth St., NW, Washington, DC 20036

Joseph, Stubbins, Editor. Social and Psychological Aspects of Disability: A Handbook for Practitioners. Englewood Cliffs, NJ. Prentice-Hall. 1978

Lowry, Thomas. Camping Therapy. Springfield, IL. Charles C. Thomas Publisher. 1974

Peterson, Carol Ann and Gunn, Scout Lee. Therapeutic Recreation Program Design: Principles and Procedures. Englewood Cliffs, NJ. Prentice Hall, Inc. 1978

Peterson, Carol Ann, and Connolly, Peg. Characteristics of Special Populations: Implications for Recreation Participation and Planning. Washington, DC Hawkins and Associates. 1980

Roessler, Richard; Bolton, Brian and Cook, Daniel. Psychosocial Adjustment to Disability. Baltimore. University Park Press. 1978

Ross, Mary Ellen. "Mainstreaming in Reverse." Easter Seal Communicator. Winter, 1980. p. 8

Rusting, Ricki. "Sing NYDA." Diabetes Forecast. March/April, 1981. p. 30

Rusting, Ricki. "Great at Any Age." Diabetes Forecast. March/April, 1981. p.36

Scouting for the Deaf. Boy Scouts of America. Dallas, TX

Scouting for the Physically Handicapped. Boy Scouts of America. Dallas, TX

Widening the World of Sports and Recreation for Persons with Disabilities. National Easter Seal Society. (Brochure)

Article(s) in Camping Magazine (Continued)

Kirkpatrick, Jayne and Scherer, Ann. "Special Campers, Children With Epilepsy Can Reap Camping's Rewards, Too." vol. 54: no. 7. p. 10

Noling, Kim. "Camp Guides Deaf Teens to Informed Relationships." May, 1977. vol. 49: no. 6. p. 10

Robinson, Frank. "Winter Camping for the Handicapped, Short-term, Nonprofit Camp Benefits Director, Staff, and Disabled Children." January, 1982. vol. 54: no. 2. p. 38

Roland, Christopher C. and Havens, Mark. "Tree Climbing, Handicapped Find Perch exciting." January, 1982. vol. 54: no. 2. p. 36

Russo, Tony. "Mainstreaming Retarded Children." June, 1977. vol. 54: no. 2. p. 14

Scherr, Merle. "Asthmatics." January, 1978. vol. 50: no. 2. p. 14

"Sensitive Network of Communication Eases Steps into Mainstreaming." Sept/Oct., 1980. vol. 53: no. 1. p. 10

Tringo, John and Martin, Edwin. "Mainstreaming in Camp." June, 1979. vol. 51: no. 7. p. 17

ARTICLE(S) IN JOURNAL OF CHRISTIAN CAMPING

Harrison, Art. "Basic Principles of Special Population Camping." July/August, 1980. vol. 13: no. 3. p. 4

Muntean, Kathy. "Prisoners, Mates Get New View of Family Life." May/June, 1981. vol. 13: no. 3. p. 14

OTHER RESOURCES

A Survey of Canadian and American Easter Seal Camps and Programs. Ontario Society for Crippled Children. 350 Rumsey Rd., Toronto, Ontario. June, 1979.

Bigge, June L. and O'Donnell, Patrick A. Teaching Individuals With Physical and Multiple Disabilities. Columbus: Merrill, 1976

Bleck, Eugene and Nagel, Donald. Physically Handicapped Children, A Medical Atlas for Teachers. Grune and Stratton, N.Y., 1975

Bowe, Frank. Handicapping America: Barriers to Disabled People. Harper and Row. 1978. New York

ACA Home Study Course Vita

VITA

Please complete the following information:

NAME _____ Phone _____

ADDRESS _____ Age _____

_____

I.

Education	Name of School	Location	Dates	Major
College(s)				
Other Education				

II.

Experience	Your Position/Responsibility	Location	Dates	Comments
A. In Organized Camping				
B. With Disabled Persons				

III.

Special Training	Dates	Location	Sponsor

IV. Why do you want to take this course? _____

_____

_____

_____

V. What is your present occupation and your long-range career goal? _____

_____

_____

_____

_____

Phase II: Plan of Study for ACA Home Study Course

On pages 19 - 22, you will find a list of recommended learning activities for this course. You are not limited to these activities in developing your proposed plan. However, you must select or propose at least one activity for each competency listed and describe how and when you will report it to the instructor on the Plan of Study Form attached.

Your instructor will review your plan and make any changes or additions he/she deems necessary to approve it. Once your plan is approved by your instructor and returned to you, you have 12 months from the date the work plan was approved to complete all assignments and return them to your instructor. If you cannot complete the work by the end of the 12 months, you may request a 6 months extension from your instructor.

Your Plan of Study for Phase II should be submitted to your instructor with the items requested for Phase I.

ACA Home Study Individualized Plan of Study

NAME _____

COURSE _____

Below is a listing of the competencies required for this course. First read the list of Suggested Learning Activities for each competency. Then for each competency, please identify what you would like to do to gain knowledge and demonstrate your understanding of this area. This should be returned for your instructor's approval. Your instructor will make additional suggestions on your Plan of Study. You then have 12 months to complete all work. PLEASE BE SPECIFIC AS POSSIBLE IN COMPLETING YOUR PLAN.

COMPETENCY	STUDENT'S PROPOSED PLAN (to be completed by student)	INSTRUCTOR COMMENTS AND ADDITIONS (to be completed by the instructor)
1. Knowledge of history and current status of camping opportunities for persons with special needs.		
2. Knowledge of common characteristics and needs of persons with intellectual, physical, and social or emotional disabilities.		
3. Knowledge of common developmental impairments frequently associated with specific disabilities and implications for the camp setting.		
4. Knowledge of and ability to analyze barriers for participation (attudinal, architectural, etc.) and to select methods for decreasing or eliminating them.		

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COMPETENCY	STUDENT'S PROPOSED PLAN (to be completed by student)	INSTRUCTOR COMMENTS AND ADDITIONS (to be completed by the instructor)
5. Knowledge of principles of program planning.		
6. Ability to develop a program plan for persons with special needs		
7. Knowledge of the effect of segregated and integrated populations on disabled and non-disabled persons.		
8. Knowledge of agencies and resources for additional assistance or referral.		

Camping for Persons with Disabilities: Suggested Learning Activities

1. *Knowledge of historical and current status of camping opportunities for persons with special needs*

   a. Contact Ontario Society for Crippled Children, 350 Rumsy Rd., Toronto, Ontario for a copy of their 1979 "Survey of Canadian and American Easter Seal Camps and Programs." Also, contact the Camping Specialist of the National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Avenue, Chicago, IL 60612, for information on their annual attendance statistics for Easter Seal Camps. Contact the Office of Special Education and Rehabilitative Services, U.S. Dept. of Education, (Donohoe Building, Room 4819) 400 Maryland Avenue, SW, Washington, DC 20202 for a list of Federal Grants funded by OSE & RS, related to camping for persons with disabilities.

      After contacting one or more sources, answer the following questions:

      1. What is the current status of camping opportunities for persons with disabilities?

      2. Is the number of opportunities up or down from the past years?

      3. What is being done about the situation currently by federal agencies and what would be of most value to a camp interested in serving disabled campers?

   b. Visit offices of at least six youth serving agencies (Scouts, Camp Fire, 4-H, Pioneer Ministries, Boys Club, YMCA, etc.) and at least six offices of organizations serving a special disability (Mental Health Association, Epilepsy Foundation, etc.). Find out what opportunities are available in our state through agencies for mainstreaming and special camps and how organizations for particular handicaps are involved in encouraging/facilitating camping opportunities for persons with their disability.

2. *Knowledge of common characteristics and needs of persons with intellectual, physical, and social or emotional disabilities*

   a. Read at least two books on characteristics and developmental needs of youth and adults, including needs of the disabled. Describe general developmental characteristics and needs of various age groups from 5 to 75 years old. How do the developmental needs of the physically, mentally, and social or emotionally handicapped differ?

   b. Visit a physician, guidance counselor, and specialist in special education. Ask them for their knowledge of the major developmental characteristics and needs of disabled and non-disabled persons from 5 to 75 years old.

3. Knowledge of common developmental impairments frequently associated with specific disabilities and implications for the camp setting

   a. Read Physically Handicapped Children: A Medical Atlas for Teachers

   or

   b. Any book which describes various handicapping conditions.

   For either "a" or "b" after reading, prepare a report or chart of the 12 or more common developmental impairments frequently associated with specific disabilities and list the implications for the camp setting (asthma, amputations, Cerebral Palsy, etc.) or develop a slide set/cassette tape program with the above information which could be used as a training aid.

4. Knowledge of and ability to analyze barriers for participation (attitudinal, architectural, etc., and select methods for decreasing or eliminating them.

   a. Contact a source such as the Indiana Department of Natural Resources, Division of Outdoor Recreation, 612 State Office Building, Indianapolis, Indiana and request a copy of their Design Criteria for Eliminating Architectural Barriers, entitled Outdoor Recreation for the Physically Handicapped. (See Appendix)

   Review the criteria then visit a resident camp site and report what the site has or would need to make the facility accessible.

   b. Interview an adult with a physical handicap who attended a camp. Learn and report what the person with a disability feels are the most common barriers (physical, attitudinal, etc.) he/she faced at camp, at work, and during leisure time.

   c. Read Goldstein "Getting Your Wheels in the Conference Door and Other Issues of Access."

5. Knowledge of principles of program planning

   a. Review program principles in the Day Camp Program Book or Jean Berger's Program Activities for Camp. What would you add to or delete from this list?

   b. Interview three camp directors to determine their criteria for principles of program planning.

   c. Read Dr. Marcia Jean Carter's paper "Accountability in a Summer Camp."

   d. Review Bradford Woods' planning forms.

6. Ability to develop a program plan for persons with special needs

   a. Review Dr. Carol Ann Peterson and Dr. Scout Gunn's Activity Analysis Model contained in their book Therapeutic Recreation Program Design: Principles and Procedures. Utilize their model to analyze six camp program activities normally conducted in a resident camp setting for at least six persons having different disabilities.

   b. Read Chapter 3 of Camping for Special Children by Dr. Thomas Shea. Using one of the case studies on pages 45-54, design one day of a camp program that you feel would meet this camper's needs. Describe why you feel it would meet his needs.

   c. Visit a camp director who mainstreams handicapped campers and one who directs a special camp for persons with a particular disability. Report the type of program each offers and analyze the strengths of each program and how each could be designed for maximum effectiveness.

   d. Select three disability types and design a special camp and mainstreaming camp program (one week for each type of camp using each disability). Evaluate the program you designed.

7. Knowledge of the effect of segregated and integrated populations on disabled and non-disabled persons

   a. Read Part I "Rationale and Basis for Integrated Camping" in the publication Involving Impaired, Disabled, and Handicapped Persons in Regular Camp Programs. Or read the section on Special Populations in ACA Camp Director Education Book of Readings, and the remaining chapters of Camping for Special Children by Dr. Thomas Shea.

      Describe the effect of mainstreaming versus special programs on disabled and non-disabled populations. Then summarize the advantages and disadvantages of each approach.

   b. Read at least a combination of 6 books or more, pamphlets, or articles on camping for a specific handicapping condition, such as Camping for Emotionally Disturbed Boys, Camping with Retarded Persons, "Asthmatics," Camping Magazine, June, 1978; "Blind Teens Touch Hawaii via Travel Camp," Camping Magazine, March, 1977; "Deaf Teens" May, 1977, Camping Magazine; "Great at Any Age - Innovative Camps for Diabetics," (brochure) American Diabetes Association.

      Describe the approach (mainstreaming-special camp) each article endorses. List the advantages and disadvantages of each approach.

8. Knowledge of agencies and resources for additional assistance or referral

   a. Read a directory of agencies concerned with the handicapped. Contact at least 6 local agencies to determine what type of service and resources they provide.

b. Develop a directory of agencies and resources available on the local, state and national level for additional help. Describe the services and resources they could offer a camp in your area of the country.

c. Write to "Equipment, Materials & Supples List" (see Appendix).

Phase III. Learning Assignments

A brief introduction/discussion has been written for you to read along with each area you will study.

This information is to be used as "food" for thought as a starting point for information. It is not the extent of the information you need to know from each area of study.

Also contained in this section are copies of the ACA Home Study Learning Activity Report. Please attach a copy of this form to the front of each assignment as listed on the Plan of Study approved by your instructor. You may send in more than one assignment at a time.

Should you have problems with an assignment, your instructor is only a phone call away. The instructor's name is listed on your letter of acceptance.

You have one year from the date your plan of work was approved by your instructor to complete all work unless he/she has granted you an extension.

Good luck!

LESSON ONE

COMPETENCY AREA

Knowledge of history and current status of camping opportunities for persons with special needs.

SUGGESTED READING:

"A Major Training Need for All Directors." Excerpt from ACA Curriculum Guide for Camp Director Education. (See Appendix)

Camping and Environmental Education for Handicapped Children and Youth (ACA Publications Code CM33)

Orientation to Camping and the Camp (ACA Publications Code LT24)

Sessoms, H. Douglas. "Organized Camping and Its Effect on Self-Concept of Physically Handicapped Children." Therapeutic Recreation Journal. 1st Quarter 1979.

OBJECTIVES:

1. To be able to describe the early history of camping for disabled persons.

2. To be able to explain the current status of camping on the local, state, and national level for perons with a disability.

3. To be able to describe the values, purpose and objectives of camping for special populations and types of camps providing such services.

DISCUSSION:

Each year, according to estimates by the American Camping Association, more than nine million youth and adults participate in an organized camping experience. These include day camps, overnight camps, and travel camps. In 1980, of nine million campers attending a camp, 90,000 individuals who attended camp had a disability of one kind or another. Statistics from the Office of Special Education and Rehabilitative Services state that approximately one out of ten persons in this country has a disability, either physical, mental, emotional.

Using this information, we speculate that organized camping has a potential audience of 600,000 to 900,000 disabled persons who they could serve. This means we currently are only serving 1/10th of the potential audience of persons with disabilities.

Some handicapped individuals could be mainstreamed into regular programs. Others may benefit more from a special camp.

However, special camps are not new nor is the idea of mainstreaming. In some parts of the country, a variety of opportunities is available to persons with disabilities who want to attend camp. In other areas, no opportunities exist.

What is the situation in your area, state, and the national level? How has the state of camping opportunities for the person who has a disability changed over the past 100 years? What trends do we see coming down the road?

LESSON TWO

COMPETENCY AREA

Knowledge of common characteristics and needs of persons with intellectual, physical, and social or emotional disabilities.

SUGGESTED READING:

Dealing with Camper Behavior (ACA Publications Code LT28)

Knowing the Campers (ACA Publications Code LT25)

Program Activities for Camp (ACA publications code PA09)

"Heck with Dr. Maslow" (See Appendix)

OBJECTIVES:

1. To be able to describe developmental characteristics and needs of non-disabled persons from 5 to 75 years old.

2. To be able to describe the needs of persons with intellectual, physical, social and emotional handicaps.

DISCUSSION:

There is no such thing as an average person. Each of us is special and has different needs. However, understanding of how people grow and develop is an important basic key for camp staff to possess when working with any clientele regardless of their client's age, sex, intelligence, or physical condition.

What are the physical, mental and socio-emotional developmental characteristics of 5 to 12 year olds, adolescents, young adults, middle-aged or senior citizens? Do people have certain basic needs?

Several educators list the following as areas in which all of us have a basic human need: feeling of self worth, affection or comraderie of peers, ability to master new things, challenges of new experience, and security of belonging.

Persons with disabilities need to be thought of as persons first and as someone who has a disability second. However, each disability may also necessitate special needs.

Suppose you were asked to design a camp program for a 25 year old man who has recently lost his sight. It would be useful to know what some common characteristics were of young male adults. It would be helpful to remember the basic human needs all people have to enable us to deal sensitively with the person as a young man first and someone who needs special assistance second.

What are the common developmental characteristics (mental, physical, emotional) for youth and adults at various life stages? What are the basic human needs Dr. Maslow and other humanists say most people seek?

LESSON THREE

COMPETENCY AREA:

Knowledge of common developmental impairments frequently associated with specific disabilities and implications for the camp setting.

SUGGESTED READING:

Bleck, Eugene, Physically Handicapped Children: A Medical Atlas for Teachers. Grune and Stratten. 1975.

Camping for Emotionally Disturbed Boys. (ACA publications code CM05)

Camping for Special Children. (ACA publications code CM45)

Camping with Retarded Persons. (ACA publications code CM08)

"In Perspective: Children with Disabilities" (See Appendix)

OBJECTIVES:

1. To be able to describe functional classifications for persons with physical, mental and emotional disabilities
2. To be able to list common impairments frequently associated with specific disabilities and the implications for the camp setting
3. To be knowledgeable of assistive techniques, devices, and adaptive equipment available to facilitate camping for the disabled.

DISCUSSION:

Historically, persons having a physical, mental, or emotional handicap have been referred to in a negative and often derogatory manner. Examples have included: "spastic," "retard," "gimp," etc.

People have a tendency to put down and reject anyone who is different, particularly if they have had no experience with, or education about, a particular medical condition.

Seven categories used by the Easter Seal Society to describe persons with a functional limitation include:

a. mobility limitations
b. bowel and bladder control limitations
c. upper limb limitations
d. breathing difficulties
e. sensory limitations
f. activity limitations
g. learning and behavior difficulties

What are some of the more common disabilities in America today in each of the above categories? What are the implications for organized camps for each specific disability?

As the participation of campers with disabilities becomes more common in American camps, it is crucial that directors and staff become familiar with medical and other functional categories for describing various disabilities. It is also important that implications of each condition for the camp setting are spelled out.

Will more special programs be offered? Will more camps attempt to integrate the handi-apped? You, as a practicing professional or potential camp professional, have an opportunity to improve the current situation in your camp, community, and beyond. To do this, you must have a firm grasp of the current situation.

How would you describe and categorize the different major handicapping conditions for a camp staff? Waht implications would you stress for various conditions during a staff training session? Which assistive techniques and adoptive equipment would be the most effective to facilitate programs for handicapped persons in your camp?

LESSON FOUR

COMPETENCY AREA

Knowledge of and ability to analyze barriers for participation (attudinal, architectural, etc.) and select methods for decreasing or eliminating them.

SUGGESTED READING:

Camp Standards with Interpretations. ACA

Ersing, Walter. "Guidelines for Designing Barrier-Free Facilities." Journal of Physical Education Recreation. October 1978

Goldstern, Judith E. "Getting Your Wheels in the Conference Door and Other Issues of Access." Parks and Recreation Magazine. October 1981.

"Making Facilities Accessible,"

"Resources on Accessibility" and "Accessibility Standards". (See Appendix)

OBJECTIVES:

1. To be able to describe common barriers for participation.

2. To be able to analyze a camp and assess how it can best be modified to eliminate barriers to someone with a disability.

DISCUSSION:

Barriers to participation of someone with a disability, come in many forms. The most common are physical barriers and attitudes.

Physical barriers can range from a door being built too narrow for someone in a wheelchair, to a need for special medical equipment being made available. Often a simple solution can be used to solve a problem involving a physical barrier.

Other times a major renovation is needed. Before making a major physical renovation, be sure you know what is required by law and what would be needed to serve your clientele. Standards on facilities for the handicapped are available from most state or county building inspectors, and the American Camping Association.

Attitudinal barriers are less visible to most of us. How will other campers react to someone with a disability? Are parents and staff properly prepared? How will you handle an attitudinal barrier if someone has a negative attitude in your camp?

Camp staff must be prepared to handle the barrier issue if they wish to encourage participation of increased number of persons with disabilities.

LESSON FIVE

COMPETENCY AREA:

Knowledge of principles of program planning.

SUGGESTED READING:

"Accountability in a Summer Camp" (See Appendix)

"Camper Activity Reference Form, Log, Evaluation, Skill Checklist" (See Appendix)

LT26 - Camp Program Planning and Leadership

CM19 - Easter Seal Guide to Special Camping Programs

LT29 - Evaluating the Camp Experience

PA09 - Program Activities for Camp

OBJECTIVES:

1. To be able to describe the characteristics of a good camp program
2. To be able to develop program goals and objectives
3. To be knowledgeable of camp scheduling methods and program procedures

DISCUSSION:

What makes the selection of one activity more appropriate than another?

A good camp program cannot be planned in one afternoon. It takes planning. The following are some of the items to consider in planning a camp program:

1. What are the goals of the camp? Is there to be a theme? What are the objectives?
2. What are the current interests, needs and abilities of the clientele?
3. What kinds of activities should we offer to foster our goals?
4. What kind of staff is needed? (Regular or resource?)
5. How can the program be planned to utilize our resources?
6. What are the financial limitations?
7. What will the tentative schedule be?
8. What are the plans in case of bad weather or emergency?
9. What modifications need to be added to meet special needs?

In addition, anyone planning a program should ask, "What is my philosophy?"

- *Should camp programs be "camper centered"? This implies flexibility in planning with and for camper interests and needs.*

- *Camping is outdoors. Should optimum use be made of the setting?*

- *Is entertainment enough? Should the program be planned as an enriching, stimulating learning experience?*

- *Do the program activities relate to the camp's goals and objectives?*

What are some of your thoughts on characteristics of a good camp program for campers? Should every minute be scheduled? Should campers be given any choice in determining activities they will participate in? Can you describe a particular camp's set of goals and objectives? Does that camp's program methods and procedures really support their written goals and objectives?

LESSON SIX

COMPETENCY AREA:

Ability to develop a program plan for persons with special needs.

SUGGESTED READING:

CM33 - Camping and Environmental Education for Handicapped Children and Youth

CM45 - Camping for Special Children

Involving Impaired, Disabled, and Handicapped Persons in Regular Camp Programs. American Alliance for Health, Physical Education and Dance

Peterson, Carol and Gunn, Scout. Therapeutic Recreation Program Design: Principles and Procedures. Englewood Cliffs, NJ: Prentice Hall. 1978

Robb, Gary. Special Education in the Natural Environment, Training Guide. Project Torch. Indiana University. 1981.

"Program Ideas and Behavioral Domain Analysis" (See Appendix)

OBJECTIVES:

1. To be able to describe principles of activity analysis, selection and modification.

2. To be able to design or modify a camp activity for someone with a particular disability.

3. To be able to design a program for persons with special needs.

DISCUSSION:

Is there a particular model or set of steps we can use to analyze activities designed for someone with a specific disability? How do we determine whether an activity should be structured in the same way for someone with a disability versus the way it is offered for someone without a disability?

Peterson and Gunn, in their book Therapeutic Recreation Program Design: Principles and Procedures, describes one model for analyzing and modifying an activity for persons with disabilities. It involves breaking the goals and steps of activity down, analyzing it against goals for the program, objectives and capabilities of the participant, and then modifying the activity in a positive manner.

A camp program is more than a single activity analysis, it is the total experience from the time a camper arrives until he/she departs. The purpose of the program must be identified before the program is developed and activities planned accordingly.

How would you determine which camp activities to offer someone with a particular disability? What factors would you consider? How could you help staff design an activity and/or program for persons with special needs?

LESSON SEVEN

COMPETENCY AREA

Knowledge of the effect of segregated and integrated populations on disabled and non-disabled persons.

SUGGESTED READING:

CM33 Camping and Environmental Education for Handicapped Children and Youth

CM45 Camping for Special Children

Involving Impaired, Disabled, and Handicapped Persons in Regular Camp Programs. American Alliance for Health, Physical Education, Recration, and Dance

"Sensitive Network of Communication Eases Mainstreaming." Camping Magazine. Sept/Oct. 1980 (See Appendix)

OBJECTIVES:

To be able to describe the effects (advantages and disadvantages) of segregated and integrated populations on disabled and non-disabled persons.

DISCUSSION:

Public Law 94-142 was the first major piece of federal legislation which emphasized that services for persons with a handicap should be provided in the least restrictive environment possible.

Section 504 of the Rehabilitation Act (passed in 1973), states "No otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Both the above pieces of legislation are a sign of the significant emphasis society wished to see placed on providing opportunities for persons with a handicap.

Currently opportunities are provided through both mainstreaming and special camps. Mainstreaming is the process of integrating persons with disabilities into a program designed for persons who have no disabilities. Special camps have been designed to serve the needs of disabled persons using a segregated approach.

Both mainstreaming and special camps have their advantages and disadvantages. These you will discover from your readings.

Not every disabled person may be capable or ready for mainstreaming. Nor does every disabled person need to attend a special camp before he can be mainstreamed.

If camp is to be a successful experience for all (disabled and non-disabled) campers, one important factor that should be accomplished is that participants no longer see a wheelchair, missing limb, or disability. We all must see beyond that, recognizing each person as an individual with similar desires and needs.

What advantages and disadvantages of mainstreaming and special camps would you present to parents, staff, a camp board, and potential campers?

LESSON EIGHT

COMPETENCY AREA:

Knowledge of agencies and resources for additional assistance or referral.

SUGGESTED READING:

CM41 A Directory of Agencies Concerned with Camping for The Handicapped.

"Equipment, Materials, and Suppliers List." (See Appendix)

OBJECTIVES:

1. To be able to list the agencies and resources for additional assistance or referral available on the local, state and national level.

2. To be able to describe the ideal relationship of "camps" to support services.

DISCUSSION:

Suppose one day you are sitting in your office at camp and a parent calls asking you whether you mainstream, or have a special session for children with diabetes. You have never had experience with campers with diabetes. Where do you go for help or assistance to find a camp for a camper with diabetes if you feel your camp would not be appropriate?

Each year more camps are getting more inquiries from parents with children with a variety of disabilities.

New programs are constantly springing up which are sponsored by social service agencies and organizations for persons with a particular disability.

Some examples include:

- Camping for the learning disabled
- Seven-Day Adventists' camps for the blind
- National Diabetes Association camps
- National Epilepsy Foundation Camps
- Experimental camps for terminally ill children with cancer

The list is endless. The problem remains that there is no central clearing-house to find out who is doing what. What is going on locally, in your state, and on the national level?

Only as all camp directors and staff do some investigation of their own into local, state and federal agencies, will more of us become aware of what is happening and how we can make "better camping" for persons with disabilities a reality.

ACA Home Study Learning Activity Report

This report cover sheet should be attached to the front of each individual assignment. (See the Plan of Work approved by your instructor.) Return this form to your assigned instructor.

NAME _____ COURSE _____

STREET _____ *Plan of Work Assignment (List planned activity from Plan, or identify Competency Area number)* _____

CITY _____ _____

STATE, ZIP _____ _____

Date Submitted _____ *Instructor's Name* _____

INSTRUCTOR'S COMMENTS ON THIS ASSIGNMENT:

_____

_____

_____

_____

_____

Instructor's Signature _____ *Date* _____

STUDENT'S COMMENTS ON, OR QUESTIONS ABOUT THIS ASSIGNMENT: (Questions you may have as you submit this, or further questions you may wish to resubmit after receiving the instructor's comments.)

_____

_____

_____

_____

_____

_____

Phase IV: Evaluation

Once you have completed all assignments and your instructor has notified you of your satisfactory completion of all course work, please fill out the attached evaluation form on the course and instructor. This should be returned in the envelope provided to the National ACA Office.

The National ACA Office will then send you a certificate of course completion once they receive the instructor's report and your evaluation.

Congratulations -- you have finished the course!

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For Student to Complete - Return directly to ACA National Office

ACA Home Study Course and Instructor Evaluation Form

NAME _____

ADDRESS _____

COURSE _____ INSTRUCTOR _____

Please help us improve the Home Study system by evaluating the following:

1. To what extent was the course action oriented? Could you apply what you have learned from this course?

2. How confident do you feel in your ability to implement the information presented in a camp setting?

3. To what extent were your own educational needs met by this course?

   Minimum Extent 1 2 3 4 5 6 7 8 9 10 Maximum Extent

4. Please rate the following items. Use the following scale of 1 = Poor and 10 = Excellent.

	Poor									Excellent
a. Appropriateness of format to course goals	1	2	3	4	5	6	7	8	9	10
b. Overall organization of the course	1	2	3	4	5	6	7	8	9	10
c. Length of course in terms of covering the subject	1	2	3	4	5	6	7	8	9	10
d. Clarity of instructions from ACA and your instructor	1	2	3	4	5	6	7	8	9	10
e. Plan of Work developed with instructor	1	2	3	4	5	6	7	8	9	10
f. Circuit time for information sent to your instructor (amount of time between when you sent in an assignment and its return to you)	1	2	3	4	5	6	7	8	9	10
g. Guidance provided by your instructor	1	2	3	4	5	6	7	8	9	10
h. Preparedness of your instructor	1	2	3	4	5	6	7	8	9	10
i. Ability of your instructor to clarify problems	1	2	3	4	5	6	7	8	9	10

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5. Did this course meet with your expectations? Why or why not?

6. What were the major strengths of this course?

7. What suggestions do you have for improving this course?

8. Were the readings appropriate and adequate for the course? If not, why?

9. Would you recommend your instructor conduct another home study course? Why or why not?

10. Did your instructor make sufficient comments on your assignments?

11. Based on your experience, would you recommend ACA Home Study to a friend?

12. Any other comments:

THANKS!

XIII. Analyze and develop a comprehensive plan for site(s) and facilities management consistent/supportive of the camp philosophy, goals, and objectives.

A Major Training Need for All Directors: Serving the Disabled Through Camping

Gary Robb, Director of Bradford Woods, Martinsville, Indiana

Organized summer camping programs serving persons with disabilities have been in operation for over 50 years. While most of the programs that have been in existence for a long period of time serve very specific types of persons with disabilities, they nonetheless have provided very valuable services to persons who have traditionally been excluded from "regular" camp programs.

Historically, summer camp programs for disabled persons have developed and operated primarily by private or quasi-private agencies and schools. In most cases, summer camps serving special populations have originated for the purpose of supplementing therapeutic or educational programs of hospitals or schools. As an example, Perkins School for the Blind in Massachusetts sensed the need to provide some type of recreational or educational program for blind children during the summer months, a time when the residents of the school often had very little to do and no place to go. As a result, the director of the school was instrumental in working with a local Lions Club in developing a summer camp in New Hampshire that specifically served the blind girls of the school during the summer vacation. State hospitals and state schools for the mentally retarded have long maintained camping programs on their grounds during the summer months as a part of their ongoing recreational programs. State Easter Seal Societies throughout the country have also been active in sponsoring physically disabled children in summer camp programs. Many states operate their own camp facilities, and hire staff on a year-round basis to direct the recreational and camping programs that they sponsor.

Summer camp programs for persons with disabilities have been initiated primarily for recreational purposes. A number of camps, however, have started programs to provide an alternative setting to enhance and achieve specific therapeutic and/or educational objectives. Examples would include camps with diabetic children, where recreation is combined with intensive instruction on diabetic education, i.e., how to handle diabetes, what to do in certain situations, i.e. insulin shock, diabetic coma, how to give injections, etc.; camps for obese children, where the primary purpose is to educate overweight children on proper nutrition, eating habits, exercise, diet, etc. Two organizations that have developed a number of camps for the purpose of assisting emotionally disturbed children and children in trouble are the Devoreaux Schools and the Eckerd Foundation.

Organizations at the national level have also played a significant role in the development of organized camping for special populations. The National Easter Seal Society, the National Association for Retarded Citizens, the American Foundation for the Blind, the National Therapeutic Recreation Society, the Muscular Dystrophy Association, and the American Camping Association are just a few major organizations that have long been committed to the concept of camping for special populations and who have provided guidance and resources to this end. In addition, Lions Clubs, Kiwanis Clubs, Rotary Clubs, and other civic organizations at the national, state, and local level have, since the beginnings of special camp operations, been involved in sponsoring children and providing manpower and financial resources to insure the success of hundreds of summer camps throughout the country.

The number of summer camps for persons with disabilities has grown dramatically over the past thirty years. Every state in the nation now has or is contemplating the construction and development of a residential summer camp (or year-round camp) that will serve special populations. The types of camps are so diverse and serve persons with so many types and levels of disabilities that there is no single source or listing available. However, the Clearinghouse of the Handicapped has published a *Directory of National Information Sources*; the National Therapeutic Recreation Society will provide a listing of camping programs with disabled persons along with bibliographic information; the American Camping Association's *Parents' Guide to Accredited Camps* lists camps serving special populations that meet accreditation requirements; and the *Directory of Agencies Concerned with Camping and the Handicapped*, published in 1979 by the University of Kentucky, provides additional information on regional, state, and local directories, as well as partial listings of camps by regions and states.

The development of camping with persons who have disabilities has historically followed very closely, the rationale and development of the broader social service system and facilities serving the handicapped. Perhaps the best example of this is the state hospital systems and the state schools for the mentally handicapped. Characteristically, these institutions have been placed in rather isolated areas, on large tracts of land; architecturally they have been designed to accommodate large groups in facilities allowing little privacy, but maximum supervision. In recent years these institutions and the philosophy of treatment and isolation that has existed for years has come under sharp social and political attack. A parallel can be drawn with camps that have exclusively served only a very specific population, as well as other camps that serve a broad cross section of persons with disasbilities. While these camps have, and will continue to fill a tremendous void, the current educational and treatment philosophies that call for a 'normalized' experience in the "least restrictive environment" must be considered.

It has been estimated that only about 10 percent of the children in this country with disabilities (over eight million in all) have had the opportunity to participate in summer camp programs. This is probably due to a lack of availability of camp programs, lack of camp facilities that are physically accessible to persons with mobility problems, and attitudes of camp operators toward the inclusion of children with different types and degrees of disability into their programs.

It would appear that the potential and opportunity that the inclusion of handicapped children into 'regular' camp programs would create a real challenge to innovative camp directors. While it is not suggested that all children with disabilities should be integrated into regular camp programs (just as it is not suggested that all children should attend a camp at all), there is a vast number of children among the eight million identified as having some type of disability that *could* greatly benefit from a normalized camp experience.

Training for the camp director regarding the inclusion of children with disabilities into their here-to-fore segregated camp program is essential and can accomplish the following objectives:

1. Clarify and identify types and numbers of children with disabilities that might be potential campers in a particular camp program.

2. Reduce stereotyped attitudes or misconceptions about persons with various types of disabilities.
3. Create an understanding of abilities of children who have traditionally been excluded from regular camp programs because of disability.
4. Provide concrete program planning and execution suggestions for integrating children with disabilities into a particular camp.
5. Provide information on external resources and support systems that are available to enhance the possibility of successfully integrating handicapped children into the regular camp program.
6. Provide information on how to cope with potential backlash from other children and parents regarding the inclusion of handicapped children in the program.

The implications for integrating handicapped children into a regular camp program are many. All can be positive if approached properly; but they may certainly become negative if proper training and understanding are not achieved. A major consideration for camp operators attempting to determine if they should include children with disabilities in their camp program is:

> Because of new laws and public mandates, more and more children are being educated, treated, and recreated with their nondisabled peers. As this trend continues in schools, churches, community recreation programs, and other public places, parents of nondisabled children may well come to expect that Johnny's friend, who happens to be in a wheelchair, should attend the same camp that Johnny has attended for years. Johnny may well decide that he will not go to camp without his friend, who happens to be disabled . . .

Laws, potential funding sources, parent pressures, or feelings of moral obligation not withstanding, the bottom line of service to children through residential camping programs is to provide children with the best possible experience, given the specific goals and objectives of the camp. In many cases, the integration of persons with disabilities may provide a dimension that will facilitate the achievement of many 'traditional' camp objectives. Certainly, the person with a disability has the same types of interests, needs, and wishes for a positive experience as does a nondisabled peer. Working together, sometimes having to overcome major physical, psychological, social, or attitudinal obstacles, can create the type of helping atmosphere that most camps strive for.

In summary, camp directors will find that with minimal training, many seemingly unsolvable and complex problems can be resolved without a great deal of effort. With additional training, they will learn to effectively integrate persons with disabilities into their programs for the benefit of all participants. Things such as architectural barrier problems, camper interaction questions, behavior management or self-help skill concerns, are addressable and alternatives and/or answers are available.

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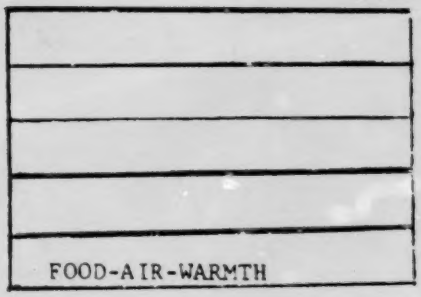
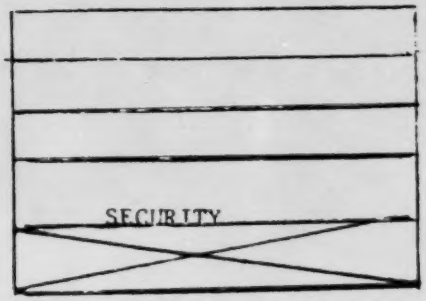
There are many theories about what makes us do what we do... something we call motivation. One theory for what seems to motivate human beings was developed by Dr. Abraham Maslow (1954). Briefly, his theory says that people have a set of human needs that must be satisfied, and these needs are arranged like stair-steps, with the very basic needs for survival at the bottom and the needs for self-fulfillment at the top. These are the so called "ego" needs.

As each set of needs is satisfied, says Dr. Maslow, the individual will move on to the next highest...and the next, going to a higher level each time. People differ, of course, in the extent to which their needs on each level are being satisfied. It helps us to understand the behavior of others, however, if we have some idea which of their needs ARE being met and which ones ARE NOT yet satisfied.

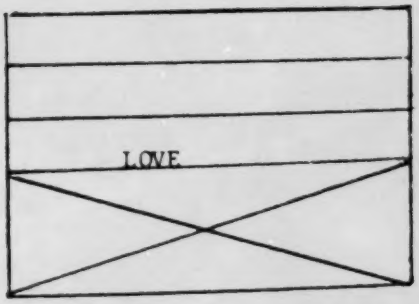
Here is a short summary of the HUMAN NEEDS THEORY.



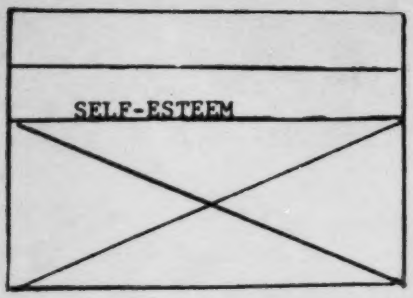
At the very bottom of the triangle are the basic needs for FOOD, AIR, WARMTH, WATER. It can be said that "man lives by bread alone", ... when there IS no bread! But when a person eats regularly, is comfortable with his body and surroundings, is rested and feels satisfied, the basic needs are being met and they no longer create a need.



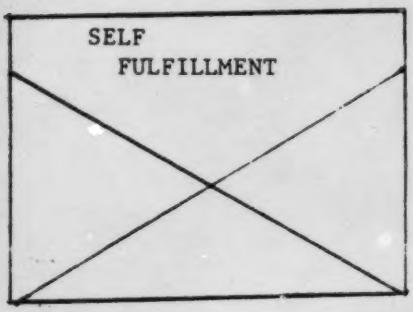
When the basic needs for food, air, warmth and rest are satisfied, people seek to fulfill the needs for SAFETY AND SECURITY, for protection against danger and threat..... sort of a "fair shake in life". When an individual is confident of this, he is ready to take other kinds of risks in life.



When an individual's physical needs are satisfied and he is no longer fearful about his safety or security, his SOCIAL NEEDS and the need for LOVE become more important. Thes needs are the needs for acceptance by one's friends, belonging, and for giving and receiving friendship and love.



Above the social needs are the needs that relate to a person's SELF-ESTEEM. These are needs for self-respect, self-confidence, independence. Unlike the lower level needs, these needs relating to self-respect are not always satisfied. Many things happen in life that create I'M-NOT-OK feelings about oneself. Some of these things, such as body impairment from stroke, job failure, divorce and rejection often tend to decrease an individual's self-esteem. Very positive things, such as reaching goals in therapy, improving skills, regaining the loss of speech, tend to increase self-esteem.



Finally, at the very peak of the triangle, are the needs for SELF-FULFILLMENT. These are the needs to become the very best person we can possibly be--to realize one's fullest potential. It's a need for personal achievement.

The last two needs-for SELF-ESTEEM AND SELF-FULFILLMENT are thought to be especially difficult to satisfy all the time but still are "ego needs" that the individual will always seek to fulfill. But because the need for self-respect and self-fulfillment are very dependent upon the ways other people respond to us, we often see ourselves as "taking one step forward and two backwards". How can we increase the more positive "forward" steps? Good, healthy, understanding relationships with family members and friends will do much to help us fulfill personal goals in life.

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LESSON 3

In Perspective: Children with Disabilities in Camp

by Stuart Mace, Camping Specialist
National Easter Seal Society

Title slide.

Slide 2: Each year more youth with disabilities enjoy the many advantages of attending a resident camp or a day camp.

Slide 3: In some cases these individuals attend special camps that are designed to meet the needs of persons with severe disabilities.

Slide 4: In other cases they join their school and neighborhood friends at camps that serve a broad cross-section of the population.

Slide 5: As the participation of campers with disabilities becomes more common in American camps, it is crucial that directors and seasonal staff become familiar with the common disabilities and their implications for camp programs.

Slide 6: For purposes of this discussion we are dividing disabilities into seven functional classifications. A camper's disabilities may fit into more than one classification.

a. Mobility limitations
b. Bowel and bladder control limitations
c. Upper-limb limitations
d. Breathing difficulties
e. Sensory limitations
f. Activity limitations
g. Learning and behavior difficulties

Let's start with mobility limitations.

Slide 7: Individuals with spinal cord injuries, muscular dystrophy, or lower-limb amputations often experience difficulty navigating rough terrain, steep inclines, and steps. Narrow doorways, small restroom stalls, and some traditional building furnishings can also limit the independence of these campers.

Slide 8: Before enrolling a child with limited mobility as a camper, camp directors should objectively survey their facilities and analyze their programs to determine if the prospective camper will be able to participate fully.

Slide 9: Although adaptations should be made wherever and whenever possible, an entire camp need not be renovated in order to be considered accessible.

For example, easy access to a dining hall may be accomplished through the ramping of only one entrance.

Slide 10: Entry into buildings and rooms may be achieved through the widening of a few doors.

Slide 11: Independent use of sleeping accommodations may be made possible simply through the assigning of campers with mobility limitations to an already accessible living unit.

Slide 12: The American Camping Association's *Camp Standards with Interpretations* is recommended as a guide for evaluating both camp facilities and programs.

Slide 13: A spinal cord injury, caused by accident or disease, results in paralysis of certain parts of the body and corresponding loss of sensation.

Slide 14: Paraplegia refers to paralysis from approximately the waist down. Quadriplegia refers to paralysis from approximately the shoulders down.

Most campers with paraplegia move about with the assistance of double leg braces and crutches. A wheelchair may be used for long distances.

Slide 15: Electric wheelchairs are designed to give individuals with mobility limitations maximum independence.

Slide 16: Muscular dystrophy refers to a group of chronic diseases causing progressive degeneration of voluntary muscles.

Slide 17: As the muscles deteriorate, physical weakness increases; use of a wheelchair is often required. Changes in physical structure may develop and bones may become very fragile and fracture-prone in advanced stages.

Slide 18: When lifting a child with muscular dystrophy, it is important to remember that the child will be able to offer only very limited assistance, if any. Special lifting techniques and devices may be needed.

Slide 19: Even partial loss of a lower limb may limit the mobility of some persons. However, many individuals with below-the-knee amputations may walk so well when fitted with a modern artificial limb that their disability is in no way apparent. They can engage in most competitive sports, but allowances may have to be made for intermittent stump problems.

Slide 20: Individuals with above-the-knee amputations, particularly bilateral, may be quite limited in mobility and require use of a wheelchair part-time. Swimming is an excellent activity also for campers with above-the-knee amputation. In most cases, a child with an amputated limb will have clear instructions regarding care of the stump. This information is crucial.

Slide 21: The prothesis should also be given special attention to ensure that it is clean, dry, and in proper working order.

Slide 22: Campers with mobility limitations can usually participate in all activities, although equipment or rules may need to be adapted.

Slide 23: Mechanical assistance in the form of wheelchairs, walkers, crutches, and canes may be used to increase independence.

Slide 24: Most important, appreciate what the person can do. Remember that difficulties the person may face may stem more from society's attitudes and barriers than from the disability itself.

Slide 25: An example of a disability that results in bowel and bladder control limitations is spina bifida, a condition present at birth.

Slide 26: Spina bifida is caused by failure of the vertebral canal to close normally around the spinal cord. As a result, the muscles of the legs and feet may be weak or paralyzed. Sensation may be weak or absent in the lower back and extremities. The bladder and bowel-control problems arise from inability to sense when the bladder and bowel are full. Muscle control and strength necessary to empty the bowel and bladder properly may also be lacking.

Slide 27: Perhaps the greatest concern that a camp staff should have for a child with limited bowel or bladder control is the possibility of "accidents." Accidents can be very embarrassing for youth and must be handled with care and sensitivity. To reduce the possibility of accidents, many individuals with limited bowel and bladder control follow a strict elimination schedule. It is important that camp activities not interfere with this schedule.

Slide 28: Some people with no bladder or bowel control use catheters or colostomies. The camp nurse or physician should check with parents about correct procedures for care of these devices.

Slide 29: There are many disabling conditions that cause upper-limb limitations. Among them are congenital amputations, quadriplegia, muscular dystrophy, and cerebral palsy.

Slide 30: Cerebral palsy is a general term applied to a group of symptoms resulting from damage to the developing brain before, during, or after birth. Results are loss of or impairment of control over voluntary muscles.

Slide 31: Many times campers with upper-limb limitations can participate in camp activities by using assistive devices. Strong, steady surfaces on which the camper's arms can rest are particularly helpful to campers in activities such as arts and crafts or riflery.

Slide 32: Individuals with extreme upper-limb limitations may need assistance in some activities of daily living. A counselor or another camper can be very helpful when it comes to tying shoes, buttoning, or even eating.

Slide 33: More moderate forms of breathing difficulties include sinus conditions, allergies, and hay fever.

Slide 34: Asthma, one of the more severe breathing difficulties, is among the most common chronic diseases of children. It may be best described as labored, wheezing breathing caused by interference with the flow of air in and out of the lungs. There may be shortness of breath and cough.

Slide 35: An attack of asthma may result from exposure to psychological stimuli or to stimuli such as allergies, infections, overexertion, or irritants.

Since children with asthma may react to many substances in the environment, it is important that as many irritants as possible be eliminated or avoided. As an example, before enrolling a camper in a horseback riding program, it is advisable to determine how the child will react to animal dangers.

Slide 36: A child with asthma may also be allergic to certain foods. At mealtimes, appropriate substitutes should be available.

Slide 37: Exercise may readily induce wheeziness. However, this negative possibility must be counterbalanced by the positive opportunity to participate as fully as possible in camp activities so that the child with asthma will not appear to be different from others.

Slide 38: Games requiring short bursts of physical activity, such as baseball, are better than endurance sports, such as soccer or running.

Slide 39: Loss of vision comes in many forms and degrees. Those who experience loss of vision after age five probably retain an image in the mind of how things look. It is important to be aware of this if you are trying to describe something to an individual who has loss of vision.

Slide 40: A camper with severe or even total loss of vision can participate readily in most camp activities when certain adaptations are made.

Slide 41: On a hiking or backpacking trip to unfamiliar territory the camper will probably need a guide.

When offering to act as a guide, offer the arm just above the elbow. Walk about half a step ahead of the individual.

Never grab the person's hand, distract the guide dog, or insist on helping if help is not wanted.

Slide 42: Hearing loss can vary from mild to complete. A child with a hearing loss is usually eager to communicate and will know the best way to succeed.

Slide 43: With the assistance of hearing aids, some campers will be able to hear and to speak quite normally. Other campers with more severe losses may prefer to use sign language or to read lips. Some campers may use both methods.

Slide 44: Regardless of the communication method used, remember to establish and maintain eye contact during any conversation when speaking to a person with a hearing loss. Face the light so that your mouth can be seen. Speak slowly and clearly. Do not exaggerate or raise your voice.

Slide 45: At night it is helpful to shine a flashlight on your face as you speak. This allows the camper with a hearing problem to see the movement of your lips more clearly.

Slide 46: When explaining directions, a demonstration can be more helpful than verbal explanations. When full understanding is doubtful, write notes.

Slide 47: Give whole, unhurried attention to the person who has difficulty speaking. Do not talk for the person but give help when needed. Keep your manner encouraging rather than correcting. When necessary, ask questions that require short answers or a nod or shake of the head.

Slide 48: The category of activity limitations includes diabetes and epilepsy. Both of these are invisible disabilities that in most cases can be controlled.

Slide 49: Juvenile diabetes is an inherited disorder in which the body cannot use sugar normally because the pancreas does not produce insulin.

Slide 50: Diabetes can be controlled by a careful balance between diet, exercise, and administration of insulin. The better a child with diabetes understands the nature of his or her condition and applies the knowledge to self-care, the more the child will be free to participate fully in the camp activities.

Slide 51: The key to control for a child with diabetes is regularity. Many require daily injections of insulin. One way to judge whether the camper is receiving enough insulin is by testing the urine for sugar and acetone. Generally the urine is tested four times daily and recorded.

Slide 52: A child's diet must be constant in terms of amounts and types of food eaten and the times they are eaten daily. Most campers with diabetes eat five meals per day: breakfast, lunch, dinner and two snacks—an afternoon snack and a bedtime snack.

Slide 53: Exercise works like insulin. When persons with diabetes exercise they burn sugar but spare insulin. In a camp setting the possibility of overexercising can be a problem which can lead to insulin reaction.

Slide 54: A simple measure to prevent insulin reaction is to stop an activity when a snack is needed.

Slide 55: At present most youths who have epilepsy can achieve full or partial control of their seizures with medications. It is important to know about the medications so that the correct amounts can be administered at scheduled times by the camp nurse or physician.

Slide 56: The possiblily of seizures should not restrict activities, but precautions suggested by parents should be followed.

Slide 57: If a child has a seizure, remain calm. Do not try to restrain. Let the child lie down; if possible, clear the area of objects that could cause injury. Turn the child on one side. If his or her mouth is open, you may put a soft object between the teeth to prevent biting the tongue. Following the seizure the child may require an extended period of rest.

Slide 58: Persons with mental retardation develop at a lower-than-average rate and experience unusual difficulty in learning and social adjustment.

Slide 59: When working with a camper who has mental retardation, keep in mind abilities rather than age. It is important to structure activities. Attention span will likely be short and require frequent change in activities. Directions may have to be repeated and simplified with definite limits explained to the child.

Slide 60: Youth with retardation need lots of praise and affection. This does not mean that they won't misbehave or need discipline. Be loving but firm.

Slide 61: Down's Syndrome, formerly known as mongolism, is a type of retardation.

Slide 62: Most children with Down's Syndrome have poor coordination. Most tend to tire easily and to be susceptible to infection. Most do not progress beyond the intellectual level of fifth grade.

Slide 63: All children at times have emotional and behavior problems. A child who has repeated behavior problems may require professional help. Those categorized as having emotional disturbance are usually placed in special classes in school.

Slide 64: A child who feels much stress and anxiety may express the feeling through inappropriate behavior. There are various techniques for dealing with behavior problems; most of these stress structure and consistency. Parents and teachers are your best sources of information on how to handle a particular child's behavior problems.

Slide 65: When people rarely come in contact with persons who have disabilities, they will more likely base their reactions to them on stereotypes or misconceptions.

Slide 66: Remember that a person who has a disability is, like anyone else, a person who may grow in a camp experience if provided opportunities to participate to the fullest extent of the capabilities he or she possesses.

Slide 67: For additional information on a particular disability, contact your library, public or private health agencies, or professionals who work with individuals who have disabilities.

NOTE: A complete slide set for use with this topic is available from the Educational Services Department of the American Camping Association, Bradford Woods, Martinsville, IN 46151.

Resource Sheet #6
Accessibility Slide Narrative

Following is the narrative portion of a slide set entitled: "Making Facilities Accessible." It provides good information about accessibility. A corresponding set of slides is available from the national ACA headquarters. Participants may wish to create their own set of slides to match the narrative. This example may also serve as an incentive for some to prepare a complete slide presentation based upon specific facilities and demonstrating adaptations incorporated to serve persons with special needs.

Making Facilities Accessible

by Bernie Schrader and Sue Stein
(A Slide Script Prepared for ACA's Project STRETCH, 1980)

Slide 1: Current leadership in the professional camping world believes the opportunity to participate in organized camping should be available to all segments of the population. However, the design of many of our camp facilities has seriously limited participation of persons with physical disabilities.

Slide 2: This program has been designed to help you, the director, manager, and board, with suggestions for reducing or eliminating physical barriers in your camp.

Slide 3: A good starting point is to organize a small committee of five to nine interested individuals. Enlist the assistance of a board member, site manager, director, and parents and teachers of the handicapped.

Slide 4: Invite a manager/director of a camp for the physically handicapped to speak to your group about the special facilities he has, or make a field trip to one or more special camps.

Slide 5: Develop a list of questions for the committee to consider when they survey your own site to determine architectural barriers which prevent participation by the physically handicapped.

Slide 6: Some of the questions you may wish to consider are: What is your overall reaction to the site? Would a physically handicapped person feel welcome? Is the parking lot close to the facilities?

Slide 7: Are the walkways and trails easy to negotiate? Are buildings and activity areas accessible to someone with a mobility limitation?

Slide 8: Are dining and living facilities arranged in a convenient manner?

Slide 9: What adaptations could be made to provide easier access by the physically handicapped?

Slide 10: How are the camp promotional information and entrance identified as accessible to the handicapped?

Slide 11: Following the completion of your site survey, ask the committee to prioritize the list and develop a plan for implementation to reduce or eliminate all barriers.

Slide 12: The remainder of this program provides suggestions for eliminating barriers in a new or previously established camp site.

Slide 13: Parking is essential if the physically disabled are going to be able to enjoy your camp. The parking lot is normally the introduction to the site. Parking spaces should be provided no further than 200 feet from the main entrance, at least 12 feet wide, paved with a smooth, non-slip surface and designed so these individuals do not have to wheel or walk behind other parked cars. It is recommended that a minimum of one space be marked "Handicapped Parking."

Slide 14: Vertical changes greater than ½" -1" provide a formidable barrier to a wheelchair. Care should be taken when concrete is poured that no barriers are allowed to exist and if so, that a ramp is provided.

Slide 15: It is recommended that walkways be at least 36" wide (60" is preferred for two wheelchairs to pass) with a maximum slope of 20:1 (50:1 is preferred). Plantings or gravel will warn visually handicapped of a change in surface.

Slide 16: Walks should be of continuing surface and not interrupted by steps or abrupt changes in surface. Walks crossing other walks should blend at the same level.

Slide 17: Guard rails or curbs should be placed at all dangerous areas. Adequate lighting should be added along walkways used heavily at night.

Slide 18: Walks with slopes of more than five percent are considered ramps. A slope of 12:1 is the recommended guide for ramps. Ramp surfaces should be non-slip.

Slide 19: Long ramps should have a level resting place every 30 feet. Ramps longer than six feet should have handrails of 30-34" height on both sides of the ramp. If children are the primary users of the ramp, a handrail should be provided at a height of 24".

Slide 20: Too often design considerations are maximized for the severely handicapped with little thought given to individuals with braces, canes, or crutches. Properly constructed stairs can accommodate these persons as well.

Slide 21: All risers and treads should be 11" deep and steps no more than 7" high, and at least 44" wide. A level landing of at least 48" x 48" should be provided at the top and bottom of the stairs. Handrails should follow the same guidelines as ramps and be easy to grip.

Slide 22: Handicapped persons often feel they are "back-door citizens" because the only entrance available to them is a back door or loading ramp. Entrances need to have a clear opening of at least 32" width. (The averge adult wheelchair is 27" wide.

Slide 23: It is recommended the door open with no more than eight pounds of pressure and close slowly to prevent the door from catching the person.

Slide 24: Sharp inclines at doorsills should be avoided. Thresholds should be kept flush with the floor whenever possible. Avoid loose, thick doormats that might bunch up under small wheels. Whenever possible use door handles or bars instead of doorknobs.

Slide 25: Toilet stalls need to be 42" wide by 72" deep and have a door at least 32" wide that swings out, or provide a curtain closure. Handrails on each side should be 32" - 34"

high, parallel to the floor and 42" long. The toilet seat should be 17"-19" from the floor. There should also be a clear space of not less than 48" between the front of the toilet and the restroom stall door.

Slide 26: Lavatories, shelves, and mirrors for use by the handicapped should be no higher than 38" at the top of the shelf and bottom of the mirror.

Slide 27: To allow for the turning of a wheelchair, a 5' x 5' space is desirable. Hot water temperature should be no more than 120 degrees F. Premixed single temperature water is recommended.

Slide 28: Showers particularly need to be adapted for use. Few handicapped persons have a second chair for showering. The standard wheelchair is not waterproofed. Thus the person would seat himself in the shower, move the wheelchair back into the dressing area, and pull the curtain.

Slide 29: A moveable showerhead or hose allows the person to turn on the water away from his body and adjust the temperature.

Slide 30: Dimensions for the shower stall should be at least 42" wide with a parallel handrail 32"-34" above the floor. A bench seat should be 16" wide by 17"-19" high and attached to one side of the stall. The shower head should be no higher than 60" from the floor; controls, soap dish and clothes hooks no higher than 38".

Slide 31: Sometimes the small elements of a camp facility are overlooked as attention is focused on major construction. Drinking fountains, telephones, and tables should also be considered.

Slide 32: Water fountain should have spouts and controls located at the front of the machine and no higher than 33" from the floor. It should have a flow of water high enough to insert a 4" drinking cup.

Slide 33: Telephones should be mounted no higher than 54" high on an easily accessible wall. Consideration should be given to a phone with "touch tone" dialing and an adjustable volume control for the hard of hearing.

Slide 34: Tables for the dining room or scenic area should be high enough for a wheelchair to slide under or up against.

Slide 35: Swimming pools or beaches may use several different adaptations. Some pools have a ramp or stair steps leading directly into the pool. These have a tendency to collect algae and become extremely hazardous, thus requiring continued maintenance.

Slide 36: If a ramp is used, it should be located away from the center of the area to prevent injury to swimmers playing as they may collide with the rail or ramp. A chair lift may also be used to adapt a pool or to lower persons into a boat.

Slide 37: Boat docks and fishing piers should provide slanted railings which allow the person to rest his forearms. Railing heights should correspond to those given for ramps.

Slide 38: Wood decking should be perpendicular to the length of the pier and parallel to the shore. It should be spaced no more than 3/8" apart.

Slide 39: Handicapped trails should be shorter than normal hiking trails. They can be hard surfaced or contain natural surfacing.

Slide 40: Also, it is important to provide many rest areas and "feel-type" exhibits along the trail for the handicapped. For the blind, a rope may be erected along the edge for the person to hold while walking. An information station for the blind can be printed in braille or recorded on a cassette tape.

Slide 41: For additional information on making buildings and facilities accessible, contact your state capital for information, state code requirements related to adapting facilities for the handicapped; and the agencies/organizations currently serving the handicapped in your area.

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Resources on Accessibility

American National Standards Institute, Inc., 1430 Broadway, New York, NY 10018. American National Standard Specifications for Making Buildings and Facilities Accessible to and Usable By Physically Handicapped People. 1980.

Architectural and Transportation Barriers Compliance Board, Washington, DC 20201. Resource Guide to Literature on Barrier-Free Environments with Selected Annotations. 1977.

Barrier Free Environments Inc., P.O. Box 30634, Raleigh, NC 27622. The Planner's Guide to Barrier Free Meetings. 1980

Cornelius, D. (Ed.) Barrier Awareness: Attitudes Toward People with Disabilities. 1981. Write: Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, The George Washington University, 1828 L St., NW, Washington, DC 20036

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Accessibility Standards

A. DOORS AND ENTRANCES

- An entry doorway must have a 36" minimum width, preferably 38".
- Any door should have a 30" to 32" clear opening.
- The roof should extend over the main entrance, and where possible, from the garage to the entrance.
- Adjacent doors should not swing so that they conflict.
- Entrance doors should not open out but doors to small rooms may do so.
- Doors in corners should be easy to approach.
- Sliding doors should have a recessed lower channel, if any, and be used when regular side-hung doors hinder movement of the wheelchair.
- Time-delay doors are excellent to allow safe passage of the wheelchair.
- A door should open with a single effort.
- Door knobs should be 36" above the floor.
- Vertical door handles are preferable to knobs; horizontal bars are best.
- Locks requiring the use of both hands at the same time should be avoided.
- A shelf or ledge outside the entrance is handy for placing parcels while opening the door. The shelf should be 30" above the floor or ground with clearanee underneath.
- Loose doormats should be avoided. Mats may be raised or recessed to floor level.
- A threshold should rise no higher than 1/2" and be of flexible design and construction. Vinyl or neopryne strips in aluminum frames or spring-action devices placed against bottoms of doors are acceptable.
- Vinyl kickplates, placed 14" up from the bottom will protect entrance doors from scratches and abuse.
- At least one usable main entrance to a multi-story building should be on a level where an elevator stops.

B. STEPS, RAMPS, AND CORRIDORS

- The floor on each story should be level throughout; where steps are unavoidable, ramps or lifts should be provided.
- Ramps should be non-slip material, but heavy carpeting should not be used.
- Ramps should be a minimum of 32" wide and a maximum of 30' long or should provide a level platform for resting every 30'. An open area at least 6' wide should be provided at the bottom.

Figure 16

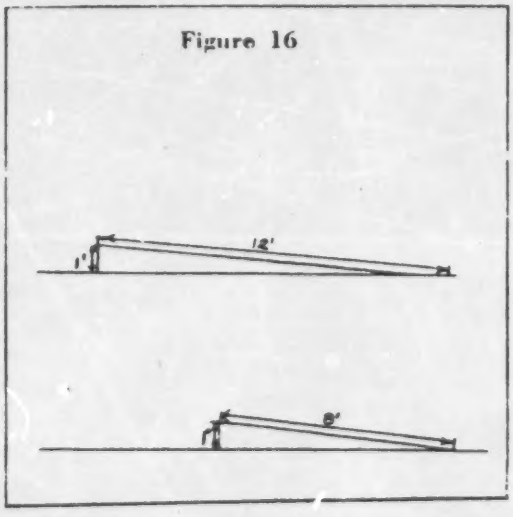


Figure 16: Ramps should not rise more than one foot in 12 feet of length (1 foot in 8 feet in residential areas).

- Ramp handrails should be placed 32" to 38" apart and 30" to 32" high.

- Corridors should be at least 36" wide; 54" wide to allow for turning.

C. FACILITIES COMMON IN RESIDENTIAL BUILDINGS

1. Elevators

-Elevators required in a multi-story building should have time-delay doors wide enough for a wheelchair to pass through.

-Control buttons should be within reach; an inside emergency phone is recommended.

2. Water fountains

-Controls and spouts should be at the front.

-The fountain should have a hand or a hand-and-foot control.

-The basin height should be 36" from the floor.

-A floor-mounted cooler can be accessible if a fountain is mounted to it 30" high.

-A fully recessed fountain is not recommended. If a fountain is set in an alcove, the alcove must be wider than the wheelchair.

3. Pay telephones

-Although conventional phone booths are not usually accessible, they can be made so through planning with the telephone company.

-Maximum height for dials, handsets and coin slots is 48".

4. Parking space

-A special area should be set aside near the entrance marked "Reserved for the Handicapped."

-Accessible space should be available on one side level with the walk and 12' wide.

5. Sidewalks

-Public walks should be 48" wide with a maximum gradient of 5% and have no steps or changes in level between driveways or parking areas.

D. GENERAL CONSIDERATIONS

-If the bathroom is extremely small, the door should swing out or slide into the wall.

-The door should be unlockable from either side.

-Turning space is desirable.

-There should be no obstructions to the door swing or to the reaching of windows.

E. FIXTURES

Adaptations include consideration of the following:

1. Water closet - seat height 16" to 20" above floor.

-Seat width 20 inches.

-Accessibility from front and side as in the wall-mounted receding type.

-A 12" length from back of opening to wall.

-Supporting rails placed on either side 8" to 10" above and 50% diagonal to seat, minimum 9" long, 1 1/2" thick and with 1 1/2" clearance to the wall, or placed on wall adjacent to water closet.

-High cistern level to include backrest.

-Toilet paper holder with controlled flow.

-Emergency signal control nearby.

Ref.: See Olson and D. Meredith, p. 2 of Community Recreation Bibliography.

LESSON 5

Accountability in a Summer Camp

by Marcia Jean Carter, Re.D.

Introduction

"There is something special about a camp setting, something that we have been trying to articulate for several years" (Dustin and Rentschler, 1980). What does make a camping experience unique? Can these experiences be identified? Can the director arrange for campers to experience these special benefits?

The uniqueness of camping occurs whether the setting is the New England shore, rolling prairie of the midlands, or the western Rockies and regardless of the population served. Participants, whether they be parent, camper, counselor, or director, bring to camp an agenda influenced by needs, functioning characteristics, abilities, goals and ambitions, a frame of reference, varying degrees of previous exposure to camping and Mother Nature, and anticipation and expectation. The camp experience is appreciated, remembered, and valued from a particular individual perspective because the agenda brought to the experience by each participant is unique.

A second unique element of the camping experience is the nature of the experience. Camp is real. Life in camp is not a simulation. Mother Nature is viewed through the eyes of youth, not between the covers of a textbook. A third unique quality of camping is its variability. Camp offers fun and freedom yet is ordered and disciplined. Camping is challenge and adventure yet routine. Camping is detached from the "real world" yet is a "real world." And, camp is a personal experience yet embraces the "espirit de corps."

The purpose of this paper is to introduce a program planning and evaluation process appropriate to development and management of a camp program. The approach uses one systems model, the input, process, output, (IPO) model, to organize, design, and evaluate camp experiences in light of achieving a specific purpose and participant objectives. A systems viewpoint realizes that experiences besides those designed to happen do occur in camp. Additionally, this viewpoint realizes that every experience in camp contributes to the total experience for each camper.

The system's approach described here provides a framework from which the camp program can be logically planned, conducted, and evaluated. The model allows for design of a quality camp experience with attention given to all aspects of the campers' experience. It allows the camp director to capitalize upon and learn from the unique and special qualities of camp as well as the everyday occurrences and anticipated interactions. The task of a camp director is to use all available resources to design camp activities meeting the needs of the campers while remaining accountable to constraints and limitations of the camp operation. The use of this model permits the camp director to prioritize decision-making and management functions. The implementation of this approach enables efficient and effective use of time, energy and resources. It is a descriptive process which places in proper perspective many of the daily administrative tasks of camp directors.

Systems Models

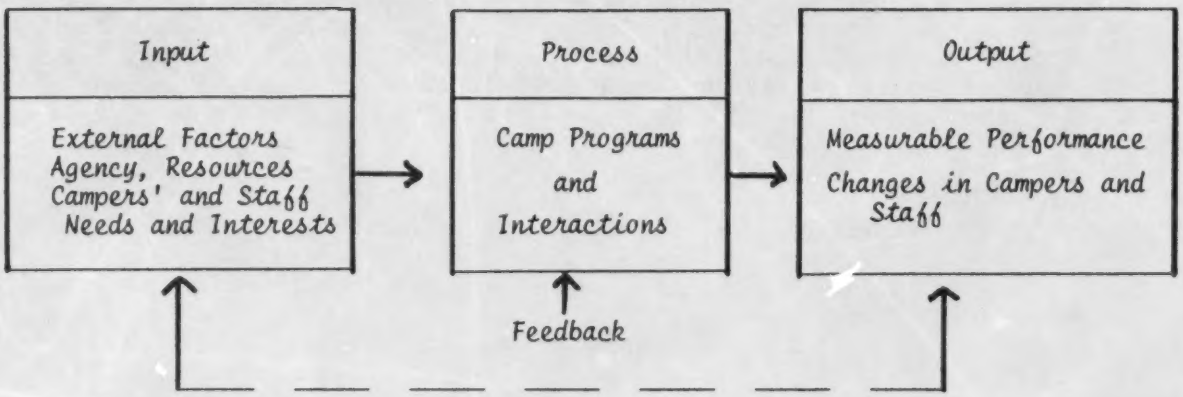
Models are used in systems theory to represent, interpret and apply theoretical concepts to real situations. Models facilitate the decision-making process by showing how the elements in the camp system interact and are organized to bring about an accountable result. A model serves as a pictorial descriptor of the process by which the camp director will identify, organize, and manage human and material resources to achieve measurable results within the constraints imposed by the camp setting and the conditions surrounding the camp operation. One model common to the systems thought process consists of four components: input - all forces initially defined and organized that influence the camp experience; process - experiences that occur in the camp setting; outcome - results of participation defined by measurable behavioral changes; and feedback - information gathered during and following the camp experience for purposes of revising the other three components to bring intentions into parity with outcomes. Figure 1 presents a camp systems as described by the Input-Process-Output or "IPG" model.

Careful assessments of key input elements encourage the camp director to extend beyond immediate and present sources to all possible resources. External factors include influences directly or indirectly imposing on the camp. The resources available to camp from sponsoring sources, needs of society at large, the purposes of contributing persons and governing bodies, as well as untapped financial, natural, and human resources, comprise this set of elements. The reason for camper and staff involvement is assessed by consideration of functioning characteristics, likes and dislikes, expectations, past and desired camp experience, and expressed skills and needs. With special populations and younger campers, this type of information is collected from school and medical reports, family history and interviews with significant others. A third major component of the input phase is an awareness of the existing agency resources. Materials, supplies, personnel and natural and artificial resources presently being used during the camp program as well as available but idle resources are taken into account to determine how best to make optimal use of an often limited support base.

Processes are the experiences and interactions in which campers and staff participate while camp is in session. It is in this component of a camp system that the unplanned for occurrences surface. Program content is the medium for camp-staff interactions and the expression of behaviors which, post-session or post-season, are viewed as special and rewarding. Examples of unique camp experiences include such things as the nonverbal, nonattending child who listens and responds, the first time taste of a s'more, and the viewing of a sunrise or sunset over the lake. Outcomes are the results of having attended and having been involved in camp. These knowledges, skills and attitudes are defined by camper and staff objectives. The criteria contained in objective statements serve as the standards for answering the question "What does camp do for the participants?" The feedback loop carries information obtained from evaluation of the outcomes back to the other system components. Adjustments in either or both the input and process are made to bring the camp operation into parity with the desired outcomes.

Figure 1

Camp System



A feature of the systematic process is the ordering of sequential decision-making steps. Each decision made is dependent upon previous actions and influences the next step in the planning process. A model depicting the steps a camp director would follow to develop a summer program is presented in Figure 2. Solid lines between each box show the sequence of steps to be followed. The dotted line is the feedback loop and shows that information gathered during evaluation is used to revise any of the steps in the program planning process. Thus, this approach is dynamic and cyclical. Results of the camp experience are continuously used to improve or adjust one aspect of the program. To allow for this continuous exchange of input and output information, the program must be flexible and adaptable. This particular aspect of systems design tends to recognize the uniqueness of the camp experience. As the new faces appear in camp to participate in the various experiences, the camp director with data from the previous experience in hand and newly acquired information, develops a program suited to the needs of the participants.

Each of the four major steps presented in Figure 2 consists of several tasks. During the assessment phase, the planner carefully gathers information on the external features of the camp operation, on the participant involved in the experience including parents or guardians, staff, campers, support and resource personnel, and on the agency resources including funding, staff, facilities, equipment and materials and existing mandates. In the program design phase, the purpose, goals and objectives, as well as the most appropriate content and delivery procedures for the program are specified. The third phase involves overseeing the daily operation of the program. The camp director periodically evaluates and adjusts schedules, activities, cabin assignments, staffing patterns and objectives. In the final phase, evaluation and revision, data on all phases of the experience, administration, activities, leadership, facilities and equipment, and participants are gathered during a scheduled time period. Revisions or adjustments are made in either assessment procedures or concerns; program purpose, goals, objectives, content, and/or delivery procedures; and/or in the management and operation of the day-to-day camp experience. These changes occur as a result of the feedback from the evaluation phase. Information gained from the last phase is used to justify changes in the preceding planning steps.

Bradford Woods Planning Model

The summer residential programs for special populations at Bradford Woods, Indiana University's Outdoor Education, Recreation and Camping Center, were developed and evaluated using the input, process, output model. The model used, Figure 3, is a process model. Information is gathered and recorded on a continuous basis while the camp is actually operating. The IPO boxes in the left column contain desired and anticipated information and consequences while the boxes in the right column present actual figures and responses from program operation. Most of the activities listed in the left column occur before camp opens or before a particular session of camp. Those in the right column represent functions occurring as the camp is in session. Prior to opening of either a session or the entire season, a change in planning or

Figure 2

Camp Program Planning Model

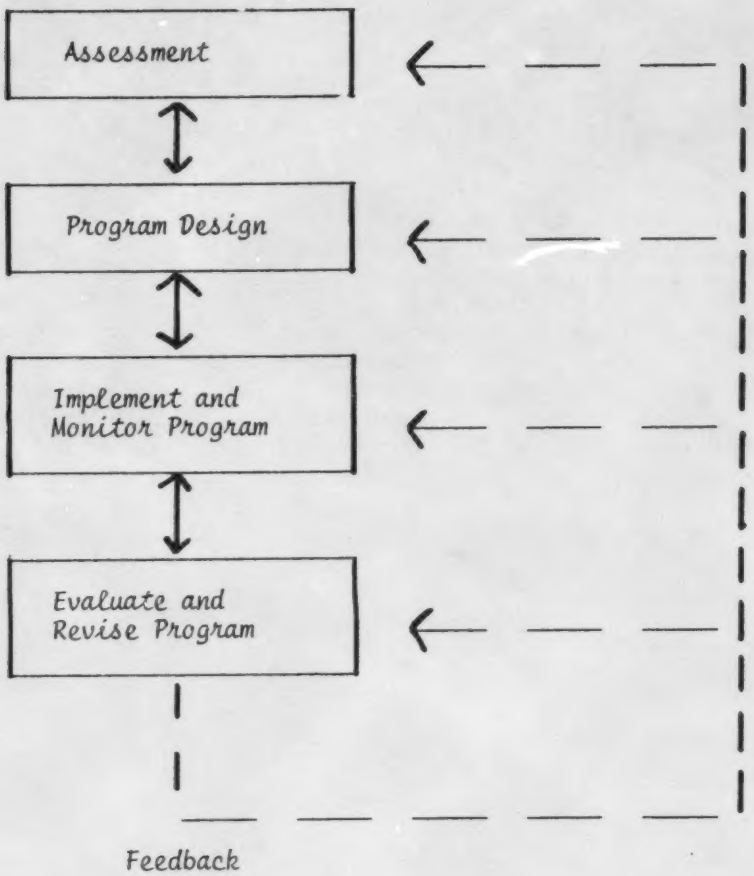
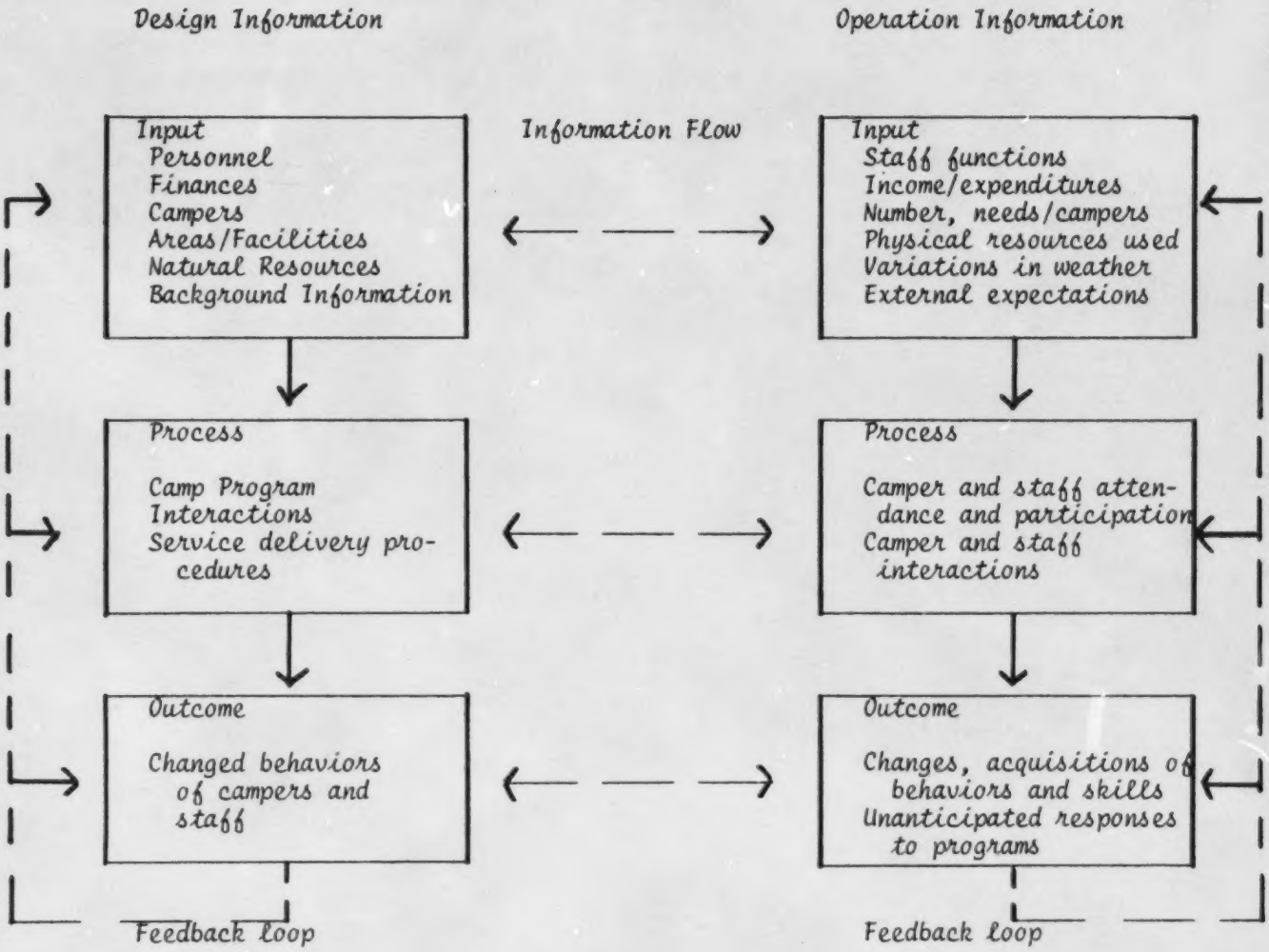


Figure 3

IPO Model
For Camp Development and Operation



design might be required to better enable the intended outcomes to happen. Thus, the feedback loop from outcome to input in the left column. The same principle holds when the camp is in operation. A reorganization of the input variables might be necessary to facilitate achievement of the desired outcome. Thus, the feedback line on the right column. Doubled arrow feedback lines between each variable of the two columns depicts the flow of information during the camp operation. In this manner, for instance, the actual number of campers who came on opening day is compared to the predicted number of campers. Specific camper experiences are compared with the pre-arranged schedule of activities. Changes in camper and staff behavior resulting from program participation are compared to the camper and staff objectives.

The design information is organized in the left column of Figure 3. The intended input includes 1) personnel, the number, position, and job responsibilities; 2) finances, income and associated obligations, fees, donations, contributions, expenses; 3) campers, number, needs, characteristics, skills, interests, attitudes; 4) areas/facilities, equipment, supplies, buildings, use areas; 5) natural resources, terrain, unusual land and water resources, and existing conditions; and 6) background information, demographic information on family expectations and concerns. The intended processes describe the camp program and interactions between campers - staff; staff - staff; campers - campers and campers - staff, and significant others. This variable includes the purpose, goals, objectives, content of the camp experience and leadership procedures for delivery of the programs to the campers. In the last variable of the design side of the model, the outcomes are listed. These are new or changed behaviors of the campers and staff resulting from participation in the designed program. These are found in the camp objectives.

Operation variables of the camp experience are organized in the same manner in the right column of Figure 3. Actual input variables include 1) organization of staff, their assignments and responsibilities; 2) amount of income and monies expended during operation; 3) number, abilities, interests, and needs of participating campers; 4) areas and facilities used during the program; 5) variations in weather and geographic features during the summer; and 6) restrictions placed on camper involvement and/or specific requests for certain camper activities. The actual process is what happens to the staff and campers as they attend and participate in outdoor oriented experiences. Also included are the procedures staff use to manage and direct camp activities.

The third variable, outcome, describes the behavioral changes, modifications and acquisitions of campers and staff. It is here that the camp director may note the appearance of those special or unique contributions of camping that may not have been planned for during the design phase of the camp program.

This model lends itself to the nature of the camp operation. Each of the three components is continually undergoing self-evaluation, while the entire plan and operation is being redesigned to suit the particular situation. The

camp director thinks in terms of the whole while recognizing the significance of each part. Additionally, the cyclical nature of this model instills in the system flexibility and the ability to adjust to the particular needs or desired experiences. Thus, each session is unique, each experience draws from all past and desired interactions suitable resources to best serve the campers' needs. Both the unplanned for and the pre-stated consequences become important to the redesign of a new session or season. The child who identified a tree properly in a tree book, yet according to the teacher could not read, or the child who interacts positively with cabinmates, yet in school is labeled a trouble maker, represent desirable but realistically unplanned for outcomes of the experience. The camp director carefully re-evaluates both the intended and actual variables to determine what combination of factors set the environment or stage for these happenings. This permits better preparation for repeated occurrences of such unique benefits in the next session or seasons.

Bradford Woods Evaluation Model

Program evaluation is often discussed but infrequently done in camping. Traditionally, camp programs have either been without evaluative criteria or have been rated as successful if campers appear to have had a "good time" and leave the camp with an appreciation for "Mother Nature." Other measures of apparent success have been relatively accident-free infirmary logs and continued support from primary financial backers. The intent of evaluation is to determine how well the program is producing the results for which it is designed. Evaluation is a process of collecting information on all variables to enable an objective, unbiased, judgment on the value of the camp experience. Gathered information is used to make decisions about appropriate camper and staff experiences while recognizing the limitations and resources available to the camp.

There are several reasons for a paucity of evaluation programs in the camp environment. The time available for data collection is limited and variable. Camper attendance varies from two or three-day stays to residential stays of eight to twelve weeks. Camp session and season dates vary so that arranging for experimental and control groups is difficult. Within a particular camp, there is a diversity of functioning levels, disabilities, chronological age groups, and skill levels present. Also, the focus tends to be on the group rather than individual performance. Thus, designing one instrument appropriate to all individuals becomes another problem. Administration of this instrument in such a way to avoid interfering with the group process also is another complicating factor.

The nature of "camp"contributes to the infrequency of available objective measurements. A foreigner in camp is quickly noticed. Observers in the natural laboratory when viewed as visitors or guests, face the likelihood of campers "performing" or attending more to them than to the task at hand. Staff are "on duty" nearly 24 hours per day in a residential setting. To add to their responsibilities, training on evaluation procedures and the requirement to collect data on their campers not only creates more work but also may interfere with the camper-staff relationship.

Another reason for the lack of developed instruments to measure camper behavior has been the desire to evaluate the special as well as the intended consequences of a camping experience. It is difficult to control the many variables in a camp setting to permit the use of a standardized testing procedure. A process model like the IPO describes events on a continuous cycle. This allows the collection of information from all camp activities. This method does not guarantee that all the unique experiences will be identified. However, when a camper displays a new behavior such as an ADL (Activity of Daily Living) or communication skill, the appearance is recorded and can become an objective for the next session or season.

The evaluation process involves preparation of data gathering devices for each of the variables listed in the input, process and outcome components of the model. In Figure 4, the significant Bradford Woods variables for each of the components are listed. The left column contains specific design information while the right hand column lists the data gathering devices used to accumulate information on each of the design variables.

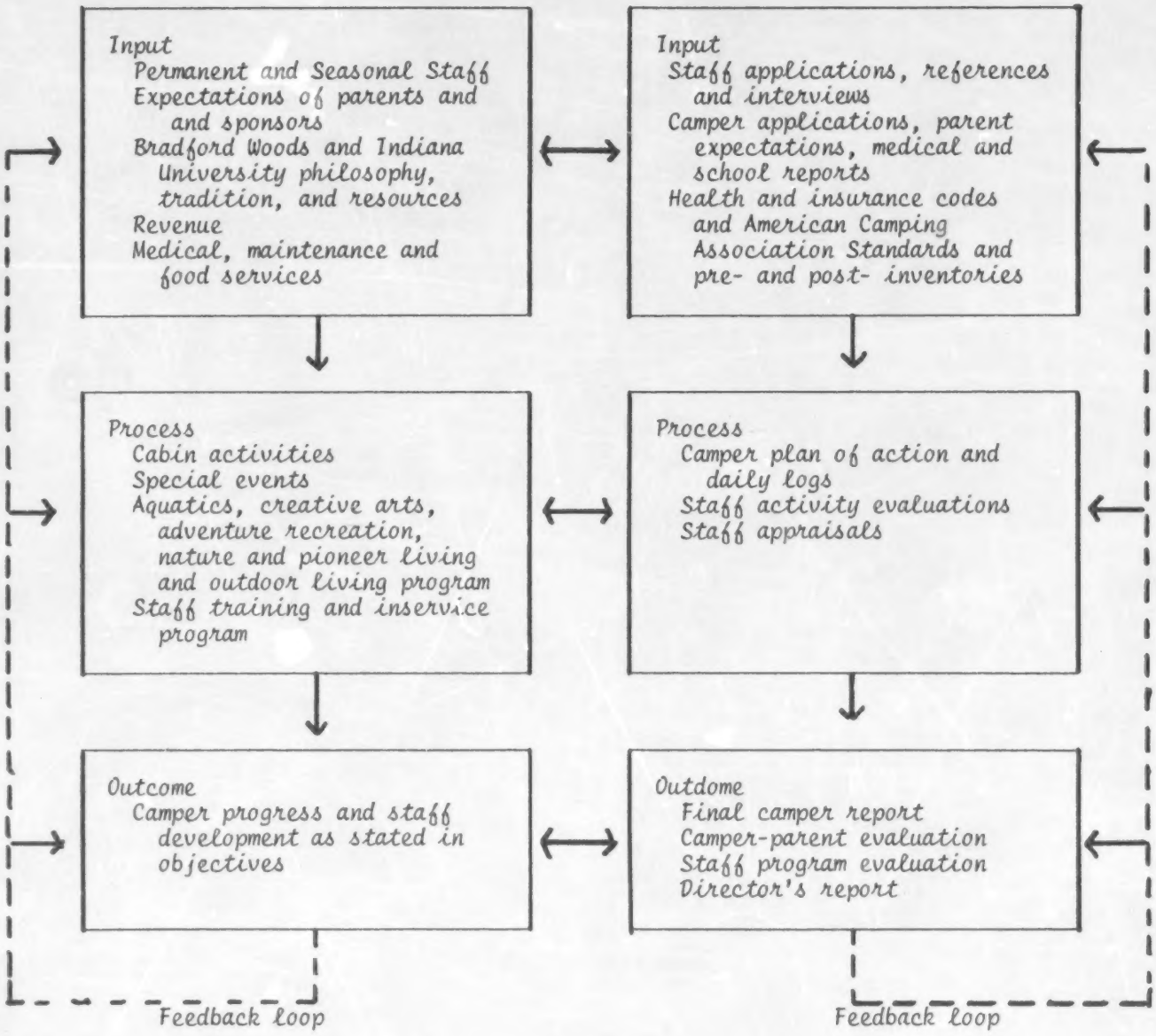
The input box in the design column presents all the human and natural resources, and supportive services needed for operation of the program. Names for general types of camp activities and interactions which occur during camp sessions are placed in the process box. General phrases in the outcome box describe expected results of the camp experience as found in the camper and staff objectives.

In the right column of Figure 4, each component of the model contains a listing of the tools used to gather information on the specific design variables. Listed in the input box are assessment tools used to secure information on the staff and campers, and devices which regulate the use of resources during camp operation. In the process box, are listed techniques used to gather informatin as the camp program is operating. Evaluation occurring as the program is in progress is referred to as formative evaluation. This information is used to improve ongoing camp operation. Also, this process evaluation lays the foundation for evaluation which occurs at the conclusion of the program. Records and reports kept during camp provide greater detail and accuracy to document final program results at the end of a session or season. The methods used to gather information at the conclusion of camp are listed in the outcome box. Summative evaluation attempts to define how well the camp operated to achieve the intended results. This form of evaluation determines whether or not there is a need for altering and/or reconsidering program objectives, program implementation and/or program input variables.

During the staff hiring process, assessments are designed to gather information on previous experience with all populations, academic knowledges, leadership skills, and special interests and talents. Staff applications are designed to allow for short answers and narrative responses in an effort to assess communication skills and problem-solving abilities. The interview process and review of references permits judgment on personality and character traits.

Figure 4

Bradford Woods IPO Model


Input
Permanent and Seasonal Staff
Expectations of parents and and sponsors
Bradford Woods and Indiana University philosophy, tradition, and resources
Revenue
Medical, maintenance and food services
Input
Staff applications, references and interviews
Camper applications, parent expectations, medical and school reports
Health and insurance codes and American Camping Association Standards and pre- and post- inventories
Process
Cabin activities
Special events
Aquatics, creative arts, adventure recreation, nature and pioneer living and outdoor living program
Staff training and inservice program
Process
Camper plan of action and daily logs
Staff activity evaluations
Staff appraisals
Outcome
Camper progress and staff development as stated in objectives
Outdome
Final camper report
Camper-parent evaluation
Staff program evaluation
Director's report
Feedback loop
Feedback loop

Demographic data and pertinent medical and behavioral information are provided by the camper application. Opening day medicals and parent interviews further update present functioning levels and needs of the campers. Regulations of insuring companies, government bodies, and the American Camping Association outline criteria and standards for operation of the camp. Pre- and post-inventories note the status of available resources. Information gathered by all of these methods is compared to the input design variables to determine if all the steps necessary for camp operation have been properly executed. The camp administrator may discover a need to hire more or special staff or release staff, undertake repair work, and/or reassign campers to another cabin or session before camp opens.

While the camp is operating, data gathering instruments collect information on camper and staff participation, behaviors, and interactions. This is referred to as process evaluation. The camper plan of action consists of camper needs as reported on opening day by parents, camper interests by program area also noted on opening day, and three objectives with activities selected to enable their achievement. Staff write for each camper a daily statement recording significant performances, responses and/or concerns. Also completed during camp operation are evaluations of each program area by staff and evaluations of staff performance by administrative personnel. Rating scales are designed to note the degree of change or improvement needed in specific leadership functions and staff interactions. Decisions made from data gathered may result in altering campers' participation schedules, offering a program in a different location or at a different time, changing staff assignments, and/or providing additional information on camper management techniques.

Evaluation completed following a camp session or season, known as summative evaluation, defines the degree to which the objectives have been achieved. The last section of the camper plan of action form allows for rating the success of camper achievement for the three previously written objectives, and contains subsections for rating social, communication, emotional, and activities of daily living skills, and recommendation for future camp attendance. Staff discuss with campers and parents on closing day activity preferences, and the quality of the program, staff, and management procedures. Responses are recorded on the Camper-Parent evaluation form. Each staff member completes a comprehensive evaluation form on all features of camp, including program, personnel, resources, policies and procedures, leadership, supportive services and administration. Each member is asked to make constructive comments and recommendations for future camp operation. The Director's report summarizes staff and camper input as well as information gathered from sponsors, and when completing the criteria for operating codes and standards. Recommendations from this phase of evaluation, note needed immediate and long-range adjustments in the preparation for and operation of camp. Also, the degree to which the actual results coincide with the planned for results is noted. In this way, the unexpected behaviors like the child who talks in complete sentences or the camper who reads from the nature guide series, both for the first time, are identified and recorded as possible future camper objectives. This model provides a way to account for both the expected camper experiences and the unique or special outcomes of the camping experience. Sample of the data gathering devices used at Bradford Woods are appended.

Conclusion

All camping experiences are neutral; the course of their effectiveness is dependent upon the staff's ability to relate to the campers and to organized camper experiences in a dynamic system. The intent of evaluation is not to prove or disprove but rather improve. Information collected through program evaluation is used to contribute to staff growth and development, to ascertain effectiveness of program components, to maintain appropriate health and safety policies, to justify expenditures and control costs, to adapt either activities, settings, and/or procedures, to note camper progress and needs, to communicate with camp publics and to insure efficient management. A systematic approach, such as that implied by use of the IPO model, enables accountability while recognizing the uniqueness of the camping experience.

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CAMPER EVALUATION

Camper Name _____ Date _____

Cabin _____ Session _____ Evaluator _____

Section I. Camper Objectives

a. Record input from the camper and the parent (guardian) regarding concerns, needs, expectations, and interests as expressed upon arrival and during the first 24 hours of the camp experience.

Parent/Camper Input: _____

_____

b. Identify expressed interests of the camper by placing in the column the appropriate rating:

Previous Camp Experience 1
Interest in Acquiring More or New Skill 2
No Interest 3

Adventure Recreation

__Nature games
__Low organized games
__Initiatives and cooperative games
__Low risk or high risk activities
__Team sports
Others: List _____

_____

Aquatics

__Fishing
__Canoeing
__Boating
__Swimming instruction
__Supervised swimming
Others: List _____

_____

Creative Arts

__Dance (square, folk, modern)
__Music, singing
__Crafts
__Drama
__Audio-visual, i.e. tape recorder, videotape, photography
Others: List _____

_____

Nature & Pioneer Living

__Gardening
__Hikes
__Ecology study
__Natural history
__Plant and animal studies
__Acclimatization
Others: List _____

_____

Outdoor Living Skills

__Campcraft
__Backpacking
Others: List _____

Outdoor Living Skills

__Canoe trips
__Orienteering

__Overnites and campouts
__Field visits

c. Write three objectives which reflect the input recorded above. For each objective, identify at least two activities which are appropriate for realizing the desired behavior.

__ 1. Objective _____

Activities _____

__ 2. Objective _____

Activities _____

__ 3. Objective _____

Activities _____

d. Identify the degree to which each objective was achieved during camp by using the 1-6 rating scale. Place the appropriate number in the blank preceding each of the three objectives.

1. Demonstrates independently
2. Demonstrates under supervision and/or motivation
3. Demonstrates with minimal assistance
4. Demonstrates with full physical assistance
5. Does not demonstrate
6. Not observed

Section II. ADL

Rate display of activities of daily living using 1-6 rating scale (see Section I).

__Dental care	__Care of belongings	__Washing face and hands
__Dressing/Undressing	__Feeding/drinking	__Bathing
__Grooming	__Cabin clean-up	__Toileting

Section III. Social/Emotional Behaviors

Rate degree to which behaviors were exhibited using 1-6 rating scale (see Section I).

__Participates as an active peer group member
__Shares, patient, honest, thoughtful
__Demonstrates ability to follow and obey authority
__Attends to task/activity
__ Displays self confidence
__Engages in conversation
__Communicates basic needs
__Tries new experiences

Section IV. Recommendation for future camp attendance: ____Yes ____No

If "No," decision based on summary of above information and comments below:
Recommendation made by _____
Signature

__Participation level, i.e. disruptive, or lack of: _____

__Functioning level: too low or too high _____

__Staff actions, i.e. discipline - need for one-on-one, etc.: _____

_____

PROGRAM PLANNING SHEET

NAME OF ACTIVITY _____

PROGRAM AREA:

___ Creative Arts
___ Adventure Rec.
___ Pioneer/Nature
___ Aquatics
___ OLS

INSTRUCTIONAL OBJECTIVE:

Focal Program: _____
Participant Level:
__Begin; __Intermed;
__Advanced

ACTIVITY PROCEDURES AND RULES:
(Step by step)

TIME: Recommended _____ Actual _____ Project drying time _____

PHYSICAL RESOURCES REQUIRED:

A. Equipment needed (list):
i.e. scissors, kilns, etc.

B. Supplies needed (list):
i.e. glue, clay, etc.

FACILITIES/AREAS:

___ Arts & Crafts Center
___ Amphitheater
___ Nature Center
___ Tro Area
___ Cabin
___ Lilly Lodge
___ Krannert Center
___ Beachfront
___ Gypsy Wagons
___ Ropes/Initiative
___ Other:
___ Trails
___ Manor House
___ Tipple Area
___ Gold Creek
___ Pine Forest

STAFF NEEDED: _____

CAMPER NUMBER: _____ Minimum _____ Maximum ____ Actual

ACTIVITY SKILLS REQUIRED: (List skills and abilities in each domain)

___ Cognitive _____
___ Affective _____
___ Sensory Motor _____
___ Social _____

PREREQUISITE SKILLS:

HEALTH/SAFETY PRECAUTIONS:

MODIFICATIONS:

A. Of leadership techniques:

B. Of procedures and rules:

C. Of equipment and supplies:

RESOURCE:

RESULTS: Was the instructional objective met? Yes____ No____
If "No," explain:

LESSON 5

CHALLENGE

Volume 10 - Number 4 June - July 1975

EXPERIENCE/SKILL CHECKLIST

Outdoor Education/Recreation - This checklist has been provided by Steve Brannan, Special Education Department, Portland State University, Portland, Oregon. As director of Mt.Hood Kiwanis Camp program, Dr. Brannan has been responsible for development and use of this scale to assess progress and growth of campers. Both content and approach can be applied and/or adapted for other types of physical education, recreation, and related programs.

NAME OF CAMPER _____ DATE OF SESSION _____

EVALUATION SYSTEM: (1) Performs independently without instructions. (2) Performs independently following instructions. (3) Performs only with verbal and/or physical assistance. (4) Unable to perform with verbal and/or physical assistance. (5) Not observed at camp.

PERSONAL SOCIAL

1 2 3 4 5 Talks courteously
1 2 3 4 5 Communicates needs (verbally and/or manually)
1 2 3 4 5 Acquires friends
1 2 3 4 5 Initiates conversation
1 2 3 4 5 On time
1 2 3 4 5 Neat in appearance
1 2 3 4 5 Practices camp rules (use of facilities)
1 2 3 4 5 Practices game rules (sportsmanship)
1 2 3 4 5 Clean in personal habits
1 2 3 4 5 Helps others
1 2 3 4 5 Waits own turn
1 2 3 4 5 Participates in suggested activities
1 2 3 4 5 Follows instructions during activities
1 2 3 4 5 Controls emotions
1 2 3 4 5 Practices acceptable eating habits
1 2 3 4 5 Tries new experiences
1 2 3 4 5 Engages others in conversation
1 2 3 4 5 Participates with the group

CAMPING/SELF HELP

1 2 3 4 5 Lights a match
1 2 3 4 5 Builds a fire
1 2 3 4 5 Operates a camp lamp (Coleman, etc.)
1 2 3 4 5 Operates a camp stove (Coleman, Hobo stove, etc.)
1 2 3 4 5 Operates a flashlight
1 2 3 4 5 Prepares own meal out-of-doors
1 2 3 4 5 Eats own meal out-of-doors
1 2 3 4 5 Rolls/unrolls sleeping bag
1 2 3 4 5 Manages own gear
1 2 3 4 5 Packs a pack
1 2 3 4 5 Carries a pack
1 2 3 4 5 Hikes to a close destination
1 2 3 4 5 Hikes to a far destination
1 2 3 4 5 Demonstrates endurance on a hike
1 2 3 4 5 Helps set up camp on overhight hike
1 2 3 4 5 Lays out ground cloth
1 2 3 4 5 Cooks a marshmallow
1 2 3 4 5 Prepares camp fire treat (s/more's)
1 2 3 4 5 Makes hot chocolate

73

73

NATURE

1 2 3 4 5 Finds crunchies (gravel, twigs, leaves, etc.)
1 2 3 4 5 Feels different textures (rocks, bark, leaves, soil, moss)
1 2 3 4 5 Describes differences in rocks (weight, texture, rock decomposition to soil)
1 2 3 4 5 Observes levels of forest (canopy, understory, shrub layer)
1 2 3 4 5 Observes life rings of a tree
1 2 3 4 5 Describes differences in plant life
1 2 3 4 5 Feels different terrain (slope, uphill, downhill)
1 2 3 4 5 Forms an environmental interpretation of a place or thing
1 2 3 4 5 Identifies harmful plants
1 2 3 4 5 Discovers things that sink (rock, sand, etc.)
1 2 3 4 5 Drinks from a mountain stream
1 2 3 4 5 Observes the current of a stream
1 2 3 4 5 Discovers a waterbug
1 2 3 4 5 Feels the morning dew
1 2 3 4 5 Listens to the sounds of the forest (animals, wind, water flowing)
1 2 3 4 5 Observes cloud formations
1 2 3 4 5 Smells fragrance of forest (flowers, fir trees, etc.)
1 2 3 4 5 Matches animals and their footprints
1 2 3 4 5 Describes animal signs (tracks, nests, burrows, droppings, etc.)

MUSIC/DRAMA

1 2 3 4 5 Sings with a group
1 2 3 4 5 Sings alone while others present
1 2 3 4 5 Sings familiar songs
1 2 3 4 5 Learns and sings new songs
1 2 3 4 5 Sings on pitch
1 2 3 4 5 Constructs a musical instrument
1 2 3 4 5 Plays a rhythm instrument
1 2 3 4 5 Sings at group campfires
1 2 3 4 5 Participates in group skits
1 2 3 4 5 Employs rhythm
1 2 3 4 5 Employs hand movements in songs
1 2 3 4 5 Performs skit according to plan
1 2 3 4 5 Provides personal interpretation during the skit
1 2 3 4 5 Creates/contributes skit material

RECREATION/WATER

1 2 3 4 5 Baits a fish hook
1 2 3 4 5 Operates a fishing pole (casting, reel, etc.)
1 2 3 4 5 Catches/lands a fish
1 2 3 4 5 Cleans a fish
1 2 3 4 5 Prepares a fish for eating
1 2 3 4 5 Plays individual games/sports
1 2 3 4 5 Rides a bicycle

RECREATION/WATER (continued)

1 2 3 4 5 Operates an instamatic camera
1 2 3 4 5 Rides on chairlift at timberline
1 2 3 4 5 Uses pool equipment as directed
1 2 3 4 5 Enters pool safely
1 2 3 4 5 Clears pool on whistle blast
1 2 3 4 5 Puts face in water
1 2 3 4 5 Holds breath underwater
1 2 3 4 5 Walks unaided across width of pool waist deep
1 2 3 4 5 Tuck floats for 15 seconds
1 2 3 4 5 Prone glide with kick for 30 feet
1 2 3 4 5 Crawl stroke for 30 feet
1 2 3 4 5 Changes directions while swimming
1 2 3 4 5 Jumps in water waist deep
1 2 3 4 5 Relaxes/suntans near pool
1 2 3 4 5 Swims/plays in timberline pool

ARTS AND CRAFTS

General

1 2 3 4 5 Cuts with scissors
1 2 3 4 5 Tears and folds paper
1 2 3 4 5 Selects paints
1 2 3 4 5 Paints with a brush
1 2 3 4 5 Uses materials/tools correctly
1 2 3 4 5 Completes projects
1 2 3 4 5 Practices safety precautions
1 2 3 4 5 Helps with clean up

Projects

1 2 3 4 5 Makes a sand candle
1 2 3 4 5 Tye-dye fabric
1 2 3 4 5 Designs a postcard
1 2 3 4 5 Writes a postcard
1 2 3 4 5 Prints with natural materials
1 2 3 4 5 Makes a God's eye
1 2 3 4 5 Makes a pine cone project
1 2 3 4 5 Makes a nature collage
1 2 3 4 5 Makes a spatter leaf design

NAME OF DIRECTOR _____

NAME OF COUNSELOR(S) _____

_____

Program Ideas

by Marcia Jean Carter, Re.D.

GAME LEADERSHIP FOR SPECIAL POPULATIONS

Make appropriate modifications in the game so that the participants experience success. Substitute walking for running; use a bounce, roll or underhand toss to replace throwing; catch/hit on the second or even third bounce; reduce the size of the play field, court, or game area; restrict players to definite places or positions on the field; substitute lighter, smaller, and more easily controlled equipment (use plastic and foam materials and/or balloons and puffballs; use more than one ball where appropriate; allow players more tries to hit/catch/throw/kick the ball; require players to take turns in sequence; permit the players to hold the ball for a longer period of time; replace small objects with larger materials (softball with playground ball); mix disabilities and assign partners (wheelchair with ambulatory person); place a handicap on person (use only left hand) to equalize sides.

Call time-outs to change pace and calm the easily excitable: avoid elimination and too much position changing; this can cause confusion.

Structure activities so each participant competes against himself for a better score, greater height, faster time or more distance. In this manner, everybody is a winner.

Adjust the activity to the time of day. Consider the amount of physical, mental and emotional energy required in the activity in relation to past and future demands.

Guiding the player through the correct skill sequence assists in overcoming fear, stimulating interest and exposing the player to the sensation of a new experience.

Be patient. When participants make mistakes, call attention to the mistake, not the person.

Be specific. Assign participants to a position via a visual cue placed on the floor, wall or other stationary object. Ensure the participant that this is his area.

Be prepared. Place the equipment where it is readily accessible to you but not distractable for the participants.

Verbal directions that are few and supported by visual cues and demonstrations are most meaningful.

Kinesthetic, tactile, and verbal stimulation accompanied by manipulating the participant through the motion and/or positioning the participant assists in the acquisition of a new skill.

A mechanistic teaching/learning process enables the participant to learn by doing. The immediate goal is active participation regardless of the degree of comprehension at the time.

Performance is often best during the first few times a skill is attempted. New skills are best taught early in a planned program with intermittent repetition utilizing a variety of stimuli.

Verbal restimulation/remotivation serves to reward the participant during skill performance. Consistency in words, gestures and tone of voice will enhance his comprehension.

Systematic step-by-step teaching using concrete materials (avoid verbal and mental abstractions) enhances the rate of the learning process.

Skills are acquired through progress from gross accomplishments to more refined coordination patterns. As skill increases, smaller objects may replace larger objects and stationary objects and positions may be replaced by moving objects.

SOURCES

15-22 Jay Shievers and Hollis Fait, Therapeutic and Adapted Recreational Services (Philadelphia: Lea & Fibiger, 1975) p. 228-229.

*Dorris Willard, "Think Adaptive Programming," Leisurability, Vol. 6 Number 1, January 1979, p. 28-30.

Behavioral Domain Analysis

Psychomotor/Sensory Motor

In breaking down the behavior domains, we can start with the physical or sensory motor area. The sensory-motor domain includes factors like the following:

> Bodily movement, manipulation skills, coordination balance, sequence and patterning of movement, endorance, strength, sensory behaviors.

These factors are evaluated in terms of frequency, energy level, and duration characteristics. Further analysis shows the comprehensive breakdown possible under the sensory-motor domain -- kinesiological analysis, primary musculo-skeletal movements, and internal organ/system involvement. A newer scheme lists the following behaviors:

1. Contacting, manipulating and/or moving an object
2. Controlling the body or objects as in balancing
3. Moving and/or controlling the body or parts of the body in space in a brief timed act or sequence under predictable and/or unpredictable conditions
4. Making controlled, appropriate sequential movements (not time restricted) in a predictable and/or unpredictable and changing situation

Cognitive

The cognitive domain, less often used in activity analysis, deals with the mental processes and functions required of the participant. The cognitive factors rate activities from concrete to abstract mental requirements with each level requiring more complicated functioning.

1. Knowledge - recognize/recall
2. Comprehension - interpret/summarize
3. Application - alter material utilization
4. Analysis - differentiate elements to detect relationshps
5. Synthesis - create new elements from old
6. Evaluation - decision-making using sets of criteria

Affective

The affective domain is the area where little has been done in activity analysis. It is difficult to quantify an emotional experience. This area is closely aligned with the social domain.

1. Receiving - aware (listening or attending)

2. Responding - reaction to

3. Valuing - behavior consistent with internal beliefs

4. Organization - set internalization and displaying of values

5. Characterization - complete behavior appropriate with internal values

Social

The social domain is associated with personal and social adjustment. Social behaviors evolve slowly. Most situations can be controlled/developed. However, nonacceptable as well as acceptable behaviors can be developed in some situations. As a result, the demonstration of high levels of skill reflects the presence of ideally developed social behaviors.

Major concerns in the analysis of social behaviors include:

1. Conduct, sportsmanship, honesty, respect for authority

2. Emotional stability - control, maturity

3. Interpersonal relations - cooperation, competition

4. Self-fulfillment - confidence, self-actualization, self-image

Sensitive Nework of Communication Eases Steps into Mainstreaming

Glenn Job
CAMPING MAGAZINE/SEPT.-OCT. 1980

A mother showed her concern about a proposed "mainstreaming" camping experience for her mildly retarded daughter when she wrote:

"She is a slowpoke. She will not enjoy any teasing from other campers or any unkind remarks about her slowness."

"But treat her normal," the mother said in disclosing that her daughter was afflicted by Down's syndrome. She cautioned also that the child has a fear of heights.

In another instance, the parents of a sixteen-year-old boy who suffered from fused elbow joints wondered how other campers would react to their son's poor coordination. He could swim and play soccer, they said, but he would not be good at crafts.

"She is afraid of shots, afraid of the dark, and afraid of fire," a parent said of a young girl. "Sometimes she has trouble getting to know other kids. She becomes withdrawn before she has a tantrum. She seems to have difficulty perceiving social situations correctly."

The parent advised patience. "Talk it through. See if she can correct it."

How do camps that want to embark on "mainstreaming" for the first time respond to these kinds of concerns (and challenges) from parents who want to provide their children with an integrated camping experience for the first time?

What about others who are affected by the decision to "mainstream"—staff who have not worked with disabled campers and are reluctant to do so; other campers; the immediate and long-range impact on the total camping program?

The Catholic Youth Organization (CYO) of the Archdiocese of Seattle (WA) responded to the critical tests with a sensitive communications network that tied together the camping program, camp staff, and parents for a common purpose. Evaluations of the first year indicate it was done with favorable results.

The Seattle CYO operates camps Don Bosco, Cabrini, Gallagher, and Nanamakee in the state of Washington. And while its principal constituencies are within the Catholic population of the diocese, the camps have traditionally accepted children without regard to religious affiliation. The CYO felt a community need to move into mainstreaming. The statement of philosophy was broadened to include this phrase: "to foster the development of Christian faith for the total community of the Archdiocese of Seattle through a year-round outdoor ministries program." The words "total community" would indicate that disabled youngsters would be encouraged to attend the CYO camps.

Mainstreaming defined

The term "mainstreaming" has taken on increased significance in recent years. Parents of handicapped children have sought educational opportunities in the same classrooms with the non-handicapped. This has not been without controversy. Opponents have raised questions as to the ability of the handicapped to keep up with other children, or whether teachers will have to spend an inordinate amount of time with some children at the expense of others.

Historically, many camps have absorbed children with disabilities into their populations, although the term mainstreaming has not been widely used to describe the practice.

Mainstreaming, the Bureau of Education said, refers to the concept of providing appropriate educational services to inconvenienced children, regardless of their level of involvement, in settings as near as traditional as possible.

This broadly parallels the CYO definition of mainstreaming offered by Ms. Jani Brokaw, director of camping for the Seattle CYO, who said, "Mainstreaming is taking campers with disabilities and integrating them into the regular camp program. A child with a disability is housed with seven other children and a counselor."

Important to the central idea was an emphasis on their abilities—not disabilities, Ms. Brokaw said.

"If a camper has strength in crafts, a strength in swimming, or some other area, we emphasize the strength and minimize the disability."

In examining the diocese camping program over the past year, the CYO concluded that youngsters with disabilities should be encouraged to attend the regular camping session as part of the outdoor ministries program. Within its own administration and with the aid of consultants, the CYO easily answered the question, "Why." Much more difficult was the second question—what does the CYO have to do to accomplish this mission well?

Although the CYO had offered an integrated program for the hearing impaired and deaf children for many years, previous experience was limited primarily to a totally segregated program that served severely handicapped from Rainier school. Lack of funds in the Rainier budget brought an end to this program.

Glenn T. Job is the editor of Camping Magazine.

Facilities Important

"We knew right away that none of our facilities were adequate for campers confined to wheelchairs," Ms. Brokaw said. "One of the biggest mistakes a camp can make is to accept children with disabilities that cannot be dealt with correctly. In the end, the camping experience might not be a good one."

Don Bosco, in fact, was an old government site. Buildings resembled old military barracks. There are steps—no ramps. And narrow door openings could scarcely accommodate wheelchairs.

The CYO sought professional assistance from Harrison/Hempe/McCall, a consulting firm in Ames, Iowa, and the Washington Easter Seal Society. Eventually, Bosco and Cabrini will be modified for wheelchairs, if the consulting firm's site plan is followed.

"We looked for youngsters who were mobile—kids with strong self-help skills, and kids that could relate to other people," Ms. Brokaw said.

When parents indicated they thought their children had these qualities, a more thorough screening was undertaken through a camper profile sheet. Herein another important part of the communications process took form; there was a frank disclosure of the child's difficulty and the opportunity for the camp staff to learn firsthand how to deal with it.

The profile sheet was the basis for the first contact between the camp director, or counselor, or camp nurse and the parents. A telephone call was made to each parent once the youngster had been accepted for camp. The purpose was to foster a climate of understanding the words on paper could not hope to achieve. It was in this personal communications link that efforts were made to alleviate some of the normal apprehensions a parent might experience in dealing with someone for the first time.

"They are probably the most sincere parents I have ever talked with on the phone," Ms. Brokaw said. "They want to make sure the facilities are good; and they want to make sure the staff is able to deal with the problem. They want to visit the site. They want to make sure the child sees the site before the session. They want to make sure they have the opportunity to talk with the director or counselor in advance of the session. And they want to make sure the experience in an integrated situation is a positive one in every way. Other parents do not normally take these precautions or the time."

The move to mainstreaming was not without some subtle resistance. While no one said, "Don't mainstream," it was not uncommon to hear, "I hope you know what you are doing."

Some staff also questioned the wisdom of the decision. They visualized a situation where a large part of their energies would be spent ministering to the handicapped in facilities not equipped for them.

In part, this communications barrier was dissolved by having professional staff attend a four-day workshop offered by the Evergreen Section of the American Camping Association. The principal speaker was Pat Dunham Ellis, consultant with Harrison/Hempe/McCall.

Moreover, in employing new camp staff, the CYO looked for persons with previous camp experience in working with the handicapped. Eventually, some 30 to 40 percent of the staff could say they had some experience before CYO employment.

Faces Cabinmates

The youngster takes on an important part of the communications network when he eventually faces his cabinmates with his disability.

The counselor does not participate in this face-to-face meeting unless it is necessary.

"Most of the time other kids will find out on thier own what the disability is," according to Ms. Brokaw. "Kids are curious enough to ask, 'How come you talk like that or how come you walk like that?' "

The camper has faced this query before. And by now, he has the answer. If this does not work, the counselor may be called upon to smooth out the transition.

While no handicapped child attended the first sessions of the summer, six to eight youngsters were registered for the remainder of the ten sessions. There did not seem to be any problem of attracting campers for the mainstreaming experience.

A brochure published on CYO camps noted, "Mentally and physically handicapped campers are placed each session. In order to make the experience an enjoyable one, special arrangements must be made prior to placement." A story in the *Northwest Progress*, a diocese newspaper, also pointed up mainstreaming. Some eight to ten calls were received each week from parents of the handicapped.

The CYO was prepared to provide some scholarships, ranging from $10 to $90 toward the full one-week tuition of $100. Most of the scholarships were for children from modest income families or where there were extenuating circumstances, such as the previous loss of a parent.

Youngsters could register for any part of the CYO program, including a horse camp. In all they could participate in swimming, rowing, hiking, backpacking, canoeing, overnights, cookouts, nature awareness, crafts, and archery.

"The program was worked for us," Ms. Brokaw said. "In fact, the campers with disabilities probably came to camp better prepared than other campers because their parents were concerned and honest. We knew what to do in particular instances."

In 1976, the Bureau of Education for the Handicapped published a booklet entitled "Involving Impaired, Disabled, and Handicapped Persons." The report noted that impaired, disabled, and handicapped are often used synonymously and interchangeably. A term preferred by most individuals with handicapped conditions is inconvenienced, according to the publication. Most persons with handicaps regard themselves as having to live with the inconvenience.

Equipment, Materials, and Suppliers List

Jennings
Park-Playground School Equipment
P.O. Box 208
Litchfield, MI 49502
517/542-2916
Catalog: Recreation Equipment for Disabled

J. A. Preston Corporation
71 Fifth Avenue
New York, NY 10003
Catalogs: Numbers 225, 1095, 100, Wheelchair Catalog
U.S.A. Price List

Stainless Medical Products
3107 S. Kilson Dr.
Santa Ana, CA 92707
714/540-1142
Wheelchair Brochures

Everest and Jennings
1803 Pontius Avenue
Los Angeles, CA 90025
Catalogs: "Rehabilitation and Patient Aids"
"177 Wheelchair Catalogue"
"Power Chairs"
"Premier"

North American Recreation Convertibles, Inc.
P.O. Box 758
33 Knowlton Street
Bridgeport, CT 06601
203/336-2151
Catalogs: Numbers 200, 201-S

Playground Corporation of America
29-24 40th Avenue
Long Island City, NY 11101
212/784-7070
Catalogs: "Rehabilitation Play Equipment for Special Education and Play Learn Products"
"Theraplay Products"

Flaghouse, Inc.
18 W. 18th Street
New York, NY 10011
212/898-9700
Catalogs: "Exceptional & Elementary Children (K thru 6)"
"Exceptional Children and Adults"
"Motor Activity Equipment for Special Populations"

Snitz Manufacturing Co.
2096 S. Church Street
East Troy, WI 53120
414/642-3991
Catalog: Intergration Through Normalization

COSOM
Division of ITT Thermotech
P.O. Box 701
Lakeville, MN 55044
612/469-4491
Catalog: Institutional Catalog

Fred Sammons, Inc.
Box 32
Brookfield, IL 60513
312/971-0610
Catalog: Be OK, Self-Help Aids

Skill Development Equipment Co.
1340 N. Jefferson St.
Anaheim, CA 92807
Catalog: Home Equipment for Exceptional Children

World Wide Games, Inc.
Box 450
Delaware, OH 43015
614/363-2324
Catalog: Same Title

Hammatt & Sons
1441 N. Red Gum, Building E
Anaheim, CA 92806
714/632-8530
Catalog: 1978 Instructional Catalog

Briggs
7887 University Blvd.
P.O. Box 1698
Des Moines, IA 50306
515/274-9221
Catalog: Recreational Games for the Elderly and Handicapped

Motor Development Corporation
P.O. Box 4050
Downey, CA 90241
Catalog: Adapted and Elementary Physical Education

American Foundation for the Blind
15 West 16th St.
New York, NY 10011
Catalog: Aids & Appliances for the Blind and Visually Impaired

Jayfro Corporation
P.O. Box 400
Waterford, CT 06385
Catalog: "Jayfro"

GSC Athletic Equipment
600 N. Pacific Ave.
San Pedro, CA 90733
213/831-0131
Catalog: GSC Athletic Equipment

Elementary Gym Closet, Inc.
2511 Leach Road
Pontiac, MI 48057
313/852-7333
Catalog: Elementary Gym Closet, Inc.

U.S. Games, Inc.
Box E.G. 874
1029 Aurora Rd.
Melbourne, FL 32935
Catalog: Wholesale Catalog

Wolverine Sports
745 State Circle
Ann Arbor, MI 48104

The Left Hand
140 W. 22nd Street
New York, NY 10011

Wham-O Manufacturing Company
835 E. El Monte Street
San Gabrial, CA 91778

Childcraft Education Corporation
20 Kilmer Road
Edison, NJ 08817
Catalog: "The Growing Years Catalog"

Playground Clearing House, Inc.
26 Buckwalter Road
Phoenixville, PA 19460

New Toys, Inc.
3271 N. Cramer St.
Milwaukee, WI 53211
Catalog: Recreation Equipment and Games

Gould Athletic Supply Co.
3156 N. 96th Street
Milwaukee, WI 53222
Catalog: Physical Education, Recreation Athletic Equipment

New Games Foundation
P.O. Box 79001
San Francisco, CA 94120
Catalog: New Games Resource Catalog

Recreation Unlimited, Inc.
820 Woodend Road
Stratford, CT 06497
203/384-0802
Catalog: Quality Recreational Products and Games

Tandy Leather Company
3 Tandy Center
P.O. Box 2686
Fort Worth, TX 76101

S.S. Arts and Crafts
Colchester, CT 06415

Magnus Craft Materials, Inc.
P.O. Box 120
Cliffside Park, NJ -7-10

J & A Handy-Crafts, Inc.
210 Front Street
Hempstead, NY 11550

Sportime
2905 E. Amwiller Rd.
Atlanta, GA 30360

Game Time, Inc.
200 Anderson Rd.
Litchfield, MI 49252

Things From Bell, Inc.
12 South Main St.
Homer, NY 13077

Kaplan Corporation
600 Jonestown Rd.
Winston-Salem, NC 27103

Help Yourself Aids
P.O. Box 192
Hinsdale, IL 60521
Catalog: No. 102

Childscapes, Inc.
6487 Peachtree Industrial Blvd.
Atlanta, GA 30360
404/457-4371

Landscape Structures, Inc.
Delano, MN 55328
612/972-3391 Mpls. 612/479-2029
Catalog: Park Structures
Catalog 6

Blue Valley Industries, Inc.
Box 205
Mexico, PA 17056
717/436-8266

ALL AMERICAN Recreation & Sports Co.
P.O. Box 5622
5506 W. Markham St.
Little Rock, AR 72205
501/664-8855 or 501/225-5136

Quality Industries, Inc.
Hillsdale Industrial Park
P.O. Box 278
Hillsdale, MI 49242
Catalog: #680, Sport & Playground Equip.

Landscape Structures
Delan, MN 55328
"Wheel Course"

Spenco Medical Corporation
P.O. Box 8113
Waco, TX 76710
817/772-6000 or 1-800-433-3334
Catalog: Health Education Catalog

The Athletic Institute
200 N. Castlewood Dr.
N. Palm Beach, FL 33408
Catalog: Program Planning & Development
Guide for Community Recreation

Miracle Recreation Equipment Co.
P.O. Box 275
Grinnell, IA 50112
515/236-7536 or TWX 910/520-2826

American Pro Co.
P.O. Box 22618
Louisville, KY 40222
502/425-2652
Catalog: Competive Sports Equipment

Intermark Educational Corporation
24 N.E. Wilson Ave.
St. Cloud, MN 56301
612/252-7171
SiDiKi Recreational Package

Independent Living Aids
11 Commercial Court
Plainview, NY 11803
Aids and Appliances for the Blind and
Visually Impaired

Select Service & Supply Co., Inc.
2905-E Amwiler Rd.
Atlanta, GA 30360
Catalog: "In the Mainstream"

The Gamefield Concept
2088 Union St., Suite One
San Francisco, CA 94123
"The Free Wheeling Gamefield"

Special Education Materials, Inc.
484 So. Broadway, P.O. Box 266
Yonkers, NY 10705
914/693-9060; Toll free 800/431-2924